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ABSTRACT

Thirty-seven articles describe efforts of Kentucky educators to keep pace with accelerating educational change and to recognize outstanding work of secondary school systems and individual teachers. Emphasis is upon making schools responsive to the varying and urgent demands of life in a highly technological changing society, and further, helping students to function harmoniously, happily, and humanely in their environment. Experimental programs and projects suggest solutions to the pressing problems. The major sections and their topics are: 1) ways of meeting special needs of students through individualized, vocational, and occupational instruction; 2) flexibility of school organization including team teaching, open schools, and flexible scheduling; 3) an Afro-American unit and ways of introducing contributions of ethnic groups to American culture as transmitted in the schools; 4) and 5) approaches toward new methodologies and new and revised content in social studies, algebra, biology, and physical education, and ideas for strengthening programs and curriculum; 6) offering electives in order to offer students a choice; and 7) schools meeting the community needs. A related document is SO 002 585. (Author/SJM)

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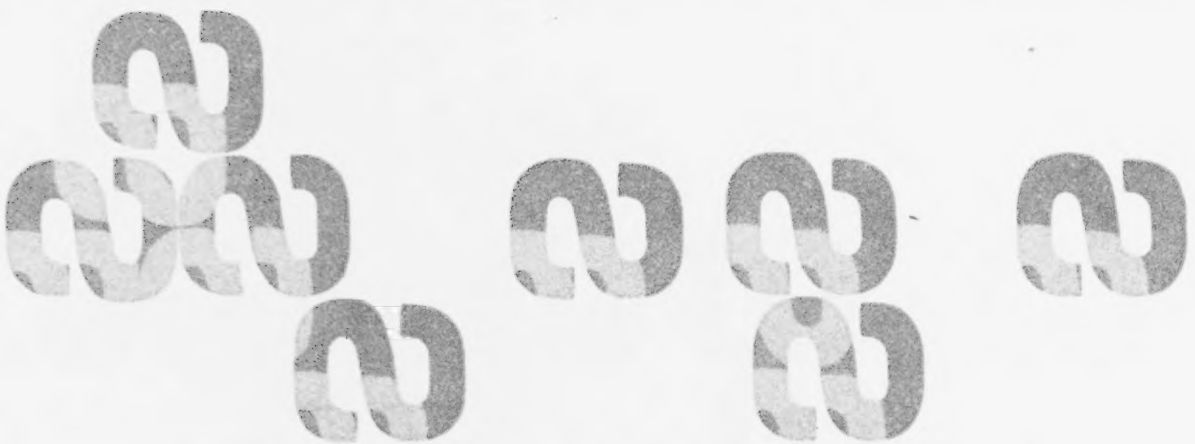
New Directions
New Dimensions

Secondary Education in Kentucky



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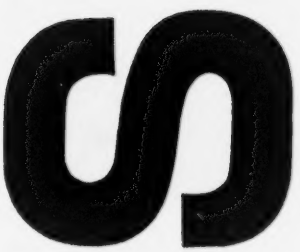

New Directions
New Dimensions

Secondary Education in Kentucky

Office of Curriculum Development
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Foreword

Wendell P. Butler

Superintendent of Public Instruction

The *New Directions: New Dimensions* series is unique in one important aspect: It serves as a medium through which Kentucky school people may talk to each other about programs and projects they are experimenting with at the district or school level. Since the series began in 1967, many changes have taken place in our schools and in the larger society beyond the schools. Far too many of the societal changes have been unplanned and unwelcome; in fact, many have resulted from a lack of adequate planning in years past. In contrast, most of the changes in the schools have been planned and implemented with great care.

It is our sincere hope that each reader will find something in these pages to encourage him about the future of education in Kentucky. If he finds also a challenge to greater excellence in his own situation, this will indeed be a bonus.

Preface

Don C. Bale

Assistant Superintendent for Instruction

If there is any mandate which society has thrust upon public education for the decade which has just begun, it is a mandate to make the schools truly responsive to the varying and increasingly urgent demands of life in a highly technological age. Like the society we serve, we in education do not always make wholly effective responses, but that we are attempting to find correct answers to pressing questions and practical solutions to problems is evident on all fronts.

It is the privilege and pleasure of the Bureau of Instruction to offer this evidence of our efforts to respond in meaningful and humane ways to the growing complexities which characterize our time. We are acutely aware that there are many significant programs in Kentucky which are not described in this publication. However, each school system and each individual school in the state has been given the opportunity to share its experiences through the *New Directions: New Dimensions* series.

Many other programs are described in another new number in this series—*New Directions: New Dimensions —Elementary Programs in Kentucky*. References to materials and programs in this publication should not be construed as value judgments or recommendations by the State Department of Education.

Acknowledgments

We are indeed grateful to many people who have given their time and talents to this number in the *New Directions: New Dimensions* series.

To Mrs. Mary Marshall, director of the Division of Information and Publications for the Department of Education, and to Stephen Hall, the staff artist who conceptualized and executed the cover and graphic design of this booklet, we are particularly indebted.

To Mr. D. C. Anderson, director of the Division of Elementary and Secondary Education, and to his staff of supervisors and consultants, we owe much for their help in identifying outstanding programs throughout Kentucky. Mrs. Wilma Scruggs, Office of Curriculum Development, has effectively and efficiently managed the detail work, the manuscripts, and necessary communications for the entire series.

Most especially, however, we are aware of and grateful for the major contribution of those of you, in the schools of Kentucky, who have dared to experiment and to share the results of your experiences with other school people. To all of you, many thanks.

Martha Ellison

Coordinator, Curriculum Development

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Schools of Tomorrow: A Cautious Prophecy

Martha Ellison

Once upon a time, back when the world was young—when our penetration into outer space was vicariously accomplished through Buck Rogers and our noble savage instincts were sated by Jane and Tarzan's primitive capers—once upon a time, life was placid, simple, and seemingly secure. Stability seemed to engulf us in our daily lives and in the institutions that shaped those lives. If opportunities were somewhat limited, so were threats and challenges. There was balance, stasis, and a comfortable degree of inertia. And then suddenly, as if all of the pent-up momentum of centuries of restlessness had been waiting for release, the balance was upset, the stasis became kinesis, and the inertia was replaced by a kind of frantic animation.

Philosophers and historians began to speak of the change—and of the change in the rate of change—as the fourth great revolution in the history of mankind. Growing out of that revolution were drastic alterations in our daily lives. Institutions, by nature grounded on bodies of traditions dearly held and jealously preserved, found that increasingly large numbers of those whom they served no longer wanted their services. Once upon a time, when the world was young, people had fitted themselves into institutions. Now, incredibly, institutions were being asked to fit themselves to people.

Chief among these institutions was, of course, free public education, called by many the greatest contribution of this nation to the progress of mankind toward wherever it is we are going. In the schools, guardians of the status quo—of institutional integrity and sacredness—are still among us. But their numbers are shrinking significantly. Less and less we hear from thoughtful people, "If the kids don't like it, why don't they get out and see

how hard life is without an education." And more and more, "We must be responsive to the times; we have to find ways of meeting the unmet and changing needs of youngsters and of the larger society beyond." And more and more we are following up our words with actions.

Because there is a sense of urgency goading us on; because we can't freeze children at pre-school age until we find all of the "right" answers; because we are mere mortals and by nature fallible, we make mistakes. Like those of the laboratory scientist, our mistakes come more rapidly and are more instantly visible than our successes. And as it happens in the laboratory, sometimes even our mistakes lead us into new and productive areas of experimentation. Sometimes we find out something we didn't know we wanted to know. And so we keep looking for certain answers: How do children learn? Why do children fail? What is worth knowing? How do we know when one "knows?" How do we teach the unteachable, reach the unreachable, love the unloveable? What kind of learning can prepare students for a lifetime of constant reorientation and adjustment to changing conditions? How can we create a zest for ambiguity and find security in insecurity? "Dare the schools shape a new society?" If so, what kind of society? What is the exact relationship between the quality of education and the quality of life? Can education be ecstasy? Must we eliminate all failure —or is a little failure a healthy thing in life-preparation? How can we extend the school program to bring into play and cultivate more of the many aspects of human intelligence? Are there identifiable strategies which characterize masterful teachers? Can we isolate and teach these strategies to all teachers?

Most of these are questions that most of us admit are as yet unsatisfactorily or only partially answered. We will be seeking answers with new intensity during the decade to come—and the answers will determine, in a large way, the shape of education in the 80's, the 90's and perhaps even into the year 2000.

Because rushing in where angels fear to tread is by now a deeply ingrained personal habit of mine, let me make some guesstimates about the current trends that seem most likely to become firmly established by the next decade.

from the end of the limb . . .

After having had to work our way through this critical period in which we are becoming accustomed to public demands for accountability—to being asked to justify the vast expenditures now going toward public education—we will have found systematic ways to measure our success in meeting the goals of education. I do not think the basic goals will have changed, but if

we are to survive as an institution, we will have sharpened the goals and learned to express them in terms of measurable and observable products.

We have already begun to refine goals related to skills; we are becoming more precise in describing discrete skills and in prescribing for the sequential development of them. Now conceptual goals are receiving the attention of many of our finest scholars and researchers. The goals related to attitudes and values—by nature harder to define and more elusive—will be the central focus in the years to come. The behaviorists tell us now, "If you can tell us what it is you want measured, we will find a way to measure it."

What we want is to turn out educational products—human beings—whose command of skills goes beyond the "three r's" to embrace the skills needed to function harmoniously, happily, and *humanely* in an increasingly complex environment. I suppose we could call these the "three h's." We want to contribute to the total *quality* of life that extra large proportion that we believe education has the potential to offer. If we fail to show ourselves accountable—to prove our productivity—education in the 80's will be assigned to those portions of our society which *can* show, via sophisticated systems, that goals are being met and products are living up to expectations.

When and if we can cease our defensiveness, admit shortcomings, begin to utilize the findings and research of all the behavioral sciences, and show ourselves truly accountable, larger and larger portions of public monies will be assigned to an educational system that provides meaningfully for all, literally from the cradle to the grave. The public school experience will be longer rather than shorter, but it will be more realistically designed and implemented. Two forces—increased longevity, which has the effect of making people useful for a longer period of time, and automation, which eliminates many roles and tasks we have considered vital in past generations—will cause us to extend periods of training into later and later years and will, in addition, give us cause to provide continuing re-education to help our people make necessary adjustments to changes in vocations and professions.

mods and pods . . .

School designs in the 70's are already giving some hints of the kinds of physical structures we can expect in the decades to come. Climate control will be commonplace. Rather than classrooms, schools will have many learning centers equipped with all sorts of paraphernalia to support many types of learning activities. Movement in and out of the centers will be constant but nondisturbing, as acoustically we will be able to control and

focus noise within vast open structures. Relaxing furniture, carpeting, and space will contribute to a degree of physical comfort our forefathers would have considered downright sinful. Schools will be equipped with year-round swimming pools and gymnasiums designed for a total program of recreation and physical education. As students are provided higher degrees of comfort, so will teachers and other staff members find their own working conditions vastly enhanced. With a greater necessity for staff interaction and constant planning—and with a smaller portion of each teacher's time devoted to actual teaching—work, study, and conference spaces will be provided and readily accessible.

The flexible modular schedule now being implemented in many of our schools will have been refined and expanded to the open-school concept at the upper educational levels. Students, even in the younger years, will find the pressures of time less demanding upon them as, working toward individual goals they have set for themselves, they will be allowed to pursue those goals according to self-designed schedules. In their pursuit, they will be limited not to a single classroom or pod but to whatever space within the school or community can be most profitably utilized in their study. Responsible decision-making will have been identified as a skill for early development, so that self-programming regarding projects, time, and space will begin for most children many years before they reach what we now think of as decision-making stages.

The current philosophical conflict between self-containment and departmentalization will be resolved in favor of self-containment, but the "containment" will be within larger and more fluid spaces, within which the child comes under the influence of many adults rather than a single teacher.

Mark Hopkins revisited

Staffing the schools of the future will necessitate the creation of many roles we have not yet even defined; in turn, new roles will bring about drastic changes in teacher education. According to a 1968 projection, only 2.4 million new teaching jobs will be available between the years 1968 and 1980. During that same period, the nation will have trained 4.2 million teachers—an oversupply of 75 percent. The fear that teachers will have less bargaining power as the supply becomes adequate and then overly abundant may be justified, but the promises within the same statistics are numerous. First, we can begin, on the basis of teacher supply, to reduce pupil-teacher ratios dramatically. Second, we can become more selective in admissions to teacher training programs. Third, we can extend the apprentice or teacher intern program to give young teachers additional years in which to test and develop their skills in real but less difficult

school situations. Hardly any thinking person will deny that we lose many potentially good teachers because they don't survive the rigors and trials of the first year. Now we should consider those first few years of teaching as years for additional "learning" how to teach—of tempering rather than a baptism of fire.

We will, I believe, move rapidly toward differentiated staffing in which the financial rewards of teaching are more realistically tied to talent, responsibility, and role demands. Such staffing will enable master teachers to stay within the teaching field and yet advance to levels as prestigious and lucrative as levels in administration. A number of new staff positions, all closely related to the instructional process, will become common. Non-certified business managers will take over the nuts and bolts operations, and we will see in school units high level leaders whose sole responsibility is the instructional program. In addition, resource people—in the subject areas, in diagnosis, in learning disabilities, in exceptionality, in media, in research, and in curriculum development—will be available in all schools to work closely with teaching staffs who will have much more time within the school day for interaction and cooperative planning with specialists.

Teachers, too, will become specialists regarding smaller portions of the school program. As doctors are now trained, each new teacher will have had the same broad educational background, an internship during which he becomes familiar with the entire school program, and finally, a long period of training during which he can develop depth expertise for a role he has identified as particularly suitable for his own talents and interests. Accordingly, teachers may specialize in such areas as skills development, conceptual development, or attitudinal development, or they may become experts in inquiry teaching, in directing independent study, or in large group presentation in a certain field or discipline. As the teacher supply becomes increasingly abundant, more and more teachers will go into the now undersupplied fields, such as special education and education for the disadvantaged.

Counseling staffs will be expanded to provide smaller ratios of students to counselor and to fill more precisely the various roles, many of them incompatible, that are now included in the single counseling position. Resource centers will be manned by specialists in the various media: books, models, realia, electronic devices, learning packages, programmed materials, etc. Principals, who may indeed find another title to describe more aptly their instructional roles, will be assisted by a staff of learning coordinators, curriculum consultants, directors of paraprofessionals, data processors, and co-curricular directors. In addition, the fortunate ones will have on staff full-time members to serve as community liaisons, whose task will be to

fully utilize community resources and to identify and develop an extensive range of services which the school can offer the community in return.

Staffing patterns will enable the implementation of new methods of instruction. For those students who need much individual help over a continuing period of time, that help will be available. For students who need a minimal amount of outer direction, learning counselors will be available. Segments of the curriculum which can be sequentially programmed will be offered to individual students when the learning diagnostician has determined that they have mastered previous learnings and are ready for subsequent steps. Dependence upon peer group instruction, or upon children teaching children, will be far greater.

Storage and retrieval methods will have reached the stage wherein pupils and teachers can instantaneously put their hands upon a variety of materials and media adaptable to each pupil's individual learning style. We will be more sensitive to and adept at identifying learning styles and will offer opportunities for the development of a repertoire of "ways of knowing" for each child. Multisensory learning experiences will be more plentiful at all levels.

content changes

With organization of the curriculum around bodies of concepts rather than factual content, new topics will appear and many old subject areas will be redefined and sharpened. Certain pervasive themes will constitute "courses of study," which will depend upon no single discipline but will instead make use of relevant materials from several fields of endeavor. Such themes as environmental control and preservation will draw upon such seemingly divergent viewpoints as those of artists, engineers, biologists, mathematicians, sociologists, and architects. Learning will be less compartmentalized–with less emphasis on the discrete disciplines and greater emphasis upon *problems* to which many disciplines contribute partial solutions.

The humanities will have become a thread interlaced throughout the curriculum, the goal being to avoid the fragmentation of our total culture into two distinct segments–art and science. Emphasis throughout the curriculum will be upon the totality of human experience, the interrelatedness of all man's quests, and the integral naure of existence. Short-term exploratory courses will give students opportunities to develop a multitude of interests and a variety of responses. The focus will be upon developing multi-dimensional human beings with greater awareness of and tolerance for diversity.

Along with the emphasis on the skills of literacy, which gave impetus to the creation of the public school, will be emphases on oracy–the skills

The following quotes have been omitted for reproduction purposes:

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Charles E. Silberman, "How the public schools kill dreams and mutilate minds," Atlantic, (June 1970), p. 83.

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George B. Leonard, Education and Ecstasy (New York: Dell Publishing Company, 1968, pp. 51-52.

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Toward Meeting Special Needs

Realistic Program Changes at Shawnee

G. E. Sauer, Jr.

The programs of vocational trades and industries and vocational child care at Shawnee High School are a new dimension in educating potential dropouts as well as those students who wish instruction in saleable skills for employment upon graduation. The program involves not only new and interesting content matter but also block-of-time scheduling, special staff deployment, and the use of the community and its resources. Opportunities include occupational training for child care aids; vocational machine shop; vocational carpentry shop; vocational drafting; vocational electricity shop; and vocational masonry shop.

The *Vocational Child Care* program is conducted under the auspices of the Home Economics Department with Mrs. Rosanne Shannon as instructor. This program is designed to provide training for the responsibilities involved in caring for children in day care homes, nursery schools, private schools, and other pre-school situations. The course includes instruction in care of the child, child growth and development, principles of child guidance through routines and play activities, and job orientation. Classes meet in two-hour block-of-time modules during which instruction and practical experience are provided. Children are brought to the school for the trainees to work with and to observe. An actual nursery school is set up for one semester so that trainees may gain practical experience. Participation in the various activities of day care facilities in the community also provides experience as well as valuable contacts for employment.

Mr. Sauer is principal of Shawnee High School, Louisville Public Schools.

The *Vocational Trades and Industries* program involves five skill development areas: machines, masonry, carpentry, architecture, and radio and t.v. repair. Classes are conducted in three-hour blocks of instruction to allow time for adequate understanding of the skills or theory. Each individual program within the total program is designed to provide high school students of all aptitude levels with marketable skills in the trades or to prepare them for schools of engineering or careers in related occupational fields. Students have practical experiences in the trades and are instructed in the basic theory upon which the methods, practices, and principles are based. Students elect the shop in which they wish instruction. The program lasts throughout the year with each successful student receiving three Carnegie units of credit. A pupil may take more than one shop before graduating and thus broaden his field of occupational skills and knowledge.

In addition to the trades classes, a new dimension in the teaching of English has been added.

This *Language Arts* program is designed for basic students and seeks to develop individual potential to maximum fulfillment within the framework of the communication skills: reading, writing, speaking, and listening.

The program focuses on promoting better work habits and mature ways to handle responsibility; improving attitudes toward learning, teachers, and school; and fostering a more positive self-image through successfully attained goals and an atmosphere of praise.

Staff consists of two teachers working as a team and two Neighborhood Youth Corps Tutors each class period. The Tutors meet for one hour before school to group-plan their tutoring activity for the day. Their own ideas form the basis of these sessions, and the teacher who meets with them advises on the methods.

Classroom instructional experiences are conducted in group situations of two to eight students with the groups rotating two or three times in a class period to utilize maximum attention-span. Group subject matter experiences are planned according to needs suggested by the students and those indicated in the students' individual contributions.

Reading selections are made to promote thought, to offer solutions to students' problems recognized in group discussions, and to develop a greater awareness of fellow man.

Writing journals are kept and writing deficiencies are corrected through individual or group emphasis on the particular difficulty spotted in the student's own writing. The problem area is taught by the teacher, the Neighborhood Youth Corps Tutor, or a peer who has mastered this area.

This approach to writing skill deficiencies meets individual needs and eliminates the necessity of an entire class re-practicing "learned" skills.

Speaking skill activities grow out of the personal needs of the students' lives: job interviews, church speeches, etc., the main thrust being to have every student demonstrating his proficiency in the skill three or four times a week before the large class group.

Listening skills are receiving much attention and emphasis is placed from individual to group with the desire of making this important skill a recognized one in the students' lives.

Field trips, outside speakers, parent participators, and meaningful and appropriate audio-visual materials provide student opportunities to identify and interact with many people other than school personnel and thus give broader involvement to the program.

The major success thus far in the program has been the accomplishment of a group attitude of peer helpfulness. Ten days of trust-building activities, combined with a Human Potential Seminar, have established a feeling of security in saying "I don't know" without embarrassment or shame. It is from this point that we expect to realize fulfillment of our basic goals.

Meeting Special Needs in Vo-Ed

Frances J. Dorsey and Judith Delaney

A recent study by community agencies showed that Fleming County, Kentucky, had a per capita average family income below the state average. Only a little over 2% of the people of the county complete college. We can expect a fourth of the youngsters who enter high school to drop out before finishing. Of those who do graduate from secondary school, about one fourth will stay at home, unemployed.

These facts indicate to us that (1) some means must be found to encourage young people to stay in school until graduation; (2) young adults need to be prepared for jobs when they leave high school (if not bound for college or other training); (3) much personal contact with parents is called for, since most cannot be reached by written communications; and (4) with almost half the families receiving a poverty-level income, many students are going to have needs other than academic which the school must help to meet.

Fleming County High School's program in special needs in vocational education was envisioned as a beginning to an answer to some of these problems. Ideas have changed as the program has developed, but the basic objectives appear to remain valid.

The program was started with one core class of beginning freshmen in the high school in the fall of 1967. Now funded as a regular vocational

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Mrs. Dorsey and Mrs. Delaney are instructors at Fleming County High School, Flemingsburg, Kentucky.

program, along with home economics, agriculture, and business, the program now includes students from the ninth through the twelfth grades.

We define persons with special needs as those who have academic, social, socio-economic, emotional, or certain other problems which may result in their dropping out of school when they reach the legal age of sixteen, usually at the beginning of the tenth grade. Children with special needs usually have records of repeated failures behind them. Most are three to eight years behind their classmates in verbal skills, and many—because of their boredom and confusion—are behavior problems. All must be capable of operating in a high school environment, changing classes, meeting new situations, and eventually becoming part of the world of work.

The causes of the discouragements and failures for a PSN (Person with Special Needs) appear to be many and complex. Each child is a special person who has a low estimate of his own abilities, a person who has not had enough successes to give him the self-confidence he needs to face a new school situation. He has not set any immediate or long-range goals for himself; his rather vague ambitions for himself are likely to be fanciful and unrealistic. Many have been rejected by parents, or at least have not received the supportive help that might give them the self-esteem they so badly need. Overcrowded living quarters that give little chance for privacy, home teachings different from the middle-class standards encountered at school, little contact with adults whom he can emulate—all these things promote the development of a PSN. We are speaking of young adults who need special help, not "retarded children," or some other similarly labeled group.

Keeping in mind the factors which we believe to be the causes of the difficulties in which this 7% of incoming ninth graders find themselves, we have set up these general objectives for a program to help them:

—To help each youngster become an active member of the high school student body, and later, a member of the larger community
—To help each young person improve his self-image, find out his own talents and interests, and set up goals for himself
—To help each student learn the habits, attitudes, and skills that will help him succeed as a worker in his community

Students are given the opportunity to participate in the special needs program after it is determined that they should profit from this type of individualized instruction. In the spring, the eighth grade teachers in the five elementary schools in the county are asked to study the performance and records of students in their classes. They in turn bring information

appropriate to the selection problem to a screening session with the elementary principals, the instructional supervisor, guidance counselor, and the teachers of the special needs core classes. Here, a group is selected as possible participants. Contacts are made with parents of the children through home visits. It is necessary that each child have the approval and support of the parents if he is to succeed in the program and be able to follow through on the goals he sets up for himself. For some children, health examinations or eye or hearing check-ups are indicated. The high school staff members work with the help of the county health department, public assistance workers, state child welfare personnel, and many others. It is important that each child have the medical attention he needs, clothes to wear, and a hair cut appropriate for school before he enters the world of high school.

instructional program

The Program in Special Needs requires individualized teaching, a concrete approach in the presentation of concepts, and a consistently adult, workaday approach to the problems of learning. Class size is limited to 20, and each class works much of the time as individuals or small groups. Units are short in duration, and students help in the planning of them. Each unit of work concerns a problem of immediate concern to the students: how to use the telephone and take messages; how to participate in the state and county elections; what kinds of jobs are available in Fleming County?

As each unit of work is set up, the special needs of that group of students are kept in mind. For instance, in the unit just mentioned, "What kinds of jobs are available to me in Fleming County?" a survey of business in the community helped teach cooperation, the skill of observing closely, social relationships, and a knowledge of the make-up of the community. As he listed his discoveries, the student learned how graphs are made and did some abstract thinking on his own. Some made their way about the downtown area without an adult along for the first time. These learnings can be as important as any gotten from a textbook, especially when that student has never been able to read and understand a textbook.

The classroom situation is varied and carefully structured, with the two teachers working as a team. Much use is made of free and inexpensive films, with students aware of the film's purpose and what they are looking for. Tachistoscope materials are used in many ways. The tape recorder and record player, used with the jack box for small group drill, help to provide a sophisticated atmosphere of learning that appeals to young adults. Filmstrips are valuable tools used to present stories from history,

job information, or perceptual development activities. Several commercial and home-made games are used to develop eye-hand and two-hand coordination. One, using graded sizes of bolts, washers, and nuts, and carefully timed, is a favorite of the older groups.

Language work requires materials that are mostly teacher-made. No textbook alone could serve, since so many different kinds of needs must be met. Small groups write stories, the teachers write stories, and stories found here and there are adapted for a particular group. Advertisements in magazines, the daily newspapers, the driver's training manual, announcements, labels—all these and many more form rich sources of reading materials with high interest.

Most "successful" days are those in which activities planned are of relatively short duration and varied: a quiet, intense period of study, followed by an activity calling for movement on the part of the student, followed by another quieter task.

problems and concerns of special needs programs

Helping students become busy, functioning members of the high school group has been a major problem of the program. Most of the students have the manners and appearance which help them gain acceptance with their peers. Helping those who do not have these has been one of the immediate concerns.

A second concern has been the attitude among some of the adults about them that the PSN classes are "special education classes", or a group of "retarded children." This has been discussed frankly with the students in the program, who have concluded that the way to help others in high school understand that these labels do not apply is to perform in a proficient way. "Actions speak louder than words." Consequently, there is less attention being paid these students as anything special. Last year at Christmas time, one group learned to sing their Christmas Carols in Latin. So why should they be inferior to anyone else in high school?

Community cooperation is needed to make a special vocational education program successful. Visits have been made to many businessmen in the area to find out the skills, attitudes, and habits desirable in potential workers, and how the high school programs can help in teaching these things. A group of employers met as an advisory group to help in planning along this line. Talks have been made by the teachers involved before civic groups, explaining the aims of the program.

Close contact is maintained with the homes of students to enlist

understanding and support and to get further insight into the interests and needs of individual students.

New federal legislation in regard to vocational education was signed into law by President Johnson in October, 1968, and was funded the following Spring. The new legislation was a response to our nation's need for more and better educational programs to prepare people for work. The program for PSN's is an example of changing the ways of teaching to meet the needs of young adults in today's technological world and to reach more disadvantaged youngsters with instruction for their particular needs.

scheduling of students in special needs in Vocational Education

1st Year–9th grade

(2 hrs.) Core Class: Emphasis on reading and related language skills, practical math, and general background knowledge.
(1 hr.) Home Ec. or Agriculture
(1 hr.) Citizenship
(1 hr.) Music or Art

2nd Year–10th grade

(2 hrs.) Core Class: Work on reading, math, perceptual development activity, overview of vocations, getting ready for a job.
Other regular classes in health and phys. ed., home ec., or agriculture, art or music.

3rd and 4th Years–11th and 12th grades

(2 hrs.) Core Class: Reading and language skills, background of history, perceptual development, stressing application to work situations.
Afternoon hours–Some attend regular classes one of these final two years. Others are in a work-study program for one or both years. Part of the work-study time is spent in the classroom in skill training in specific areas, and part in work-learning job situations.

It has become apparent as the program has developed that scheduling must be kept flexible. Each student is an individual, with interests that are his, and with special abilities as well as special needs. For example, some of the students are in regular English class but are a part of the work-study group and get help in practical math skills and in activities that develop two-hand coordination.

Implementing Individualized Instruction

Sister Mary Prisca, R.S.M.

To sit and dream about the day that all students are so placed in school as to allow each to succeed at his own rate according to his ability and motivation is one thing. To actually implement such a program is quite another. Let me give you an example.

It was a dream one spring evening when my assistant principal, Sister Karen Marie, and I exchanged opinions of what a wonderful opportunity non-grading would be for the 370 students in our school. Over the summer the dream took shape. It was in the ugly form of construction work on the top floor of our school building. Dry walls were removed, carpet was laid, and drapes were hung.

The fall term began with eighty-eight freshmen phased in five groups in each of four subjects—English, math, science, and Latin. As the students settled down to their new experience it was apparent that "average" meant average. The average group in all subjects was too large if the philosophy of individualized instruction was to become practical. Accordingly, in mid-October the average group was divided so that the phases consisted of Phase I (lowest), Phase II, Phase IIIA, Phase IIIB, Phase IV, Phase V. This resulted in a much more satisfactory arrangement for meeting all students on their own level. Needless to say, it increased the flexibility of the program also. Students could advance from phase to phase more rapidly.

Sister Mary Prisca is principal of the Academy of Our Lady of Mercy in Louisville, Ky.

During the first year of operation, a completely flexible schedule was planned daily. A meeting of the staff was necessary every day. Four teachers were involved full time and three part time in the program. The good effect of this was that teachers worked very closely with one another in planning. Then, too, supervision of independent study was much more meaningful.

After the generally overall successful initial year for the implementation of our new program closed in June, 1969, there was much planning to be done for the second year. Physical arrangements took a prominent place in our thoughts. To include the second floor in the program, walls had to be removed. The dividing wall of a corridor was taken down and the section wall between two classrooms. As a result, an open area similar to that on the top floor was obtained. Undreamed of problems of electricity, plumbing, and heating appeared. The renovation has dragged on and on. Meanwhile, as school began the nongraded students composed of 77 tenth graders and 136 ninth grade students -214 in all—were located on the third floor and subject centers were set up in the gymnasium.

Organization of the program in every detail was planned to insure that students were scheduled properly in their phases and that their independent study time was conveniently set up. As a result, blocks of time have been arranged in the second year schedule.

There is, for instance, a 75 minute block of time daily for science. Various things are done in the different phases: lab work, movies, lectures, discussions, small group projects, or packet study done independently. Similarly, religion instruction was placed back to back with the lunch period so that all the students are at lunch or in religion class during the one hour from twelve to one. Each afternoon there is a two hour English-social studies block of time.

The subject matter in the English-social studies has been carefully coordinated. Throughout the summer the teaching team in this core area worked diligently to correlate these disciplines. As a result the bibliography of required reading in each phase is the same for both subjects. When books are discussed the English teacher approaches it from the critical analysis viewpoint, the social studies teacher from its position in history.

Packets have been prepared in all the subjects. Here again, much time and planning are required from the teacher. A packet is a unit of material designed for a given phase. Each student in the phase is responsible for a given amount of independent work. The unit first outlines the goals and objectives. Next, it instructs the students in the availability of information. It specifically states the assignments required and designates

time limits, formats and anything else pertinent to the particular study. Students very early become aware of their responsibilities and know that their improvement and progress depend upon how much diligence and effort they put in each assignment. The packets are a great means of making independent study time meaningful and attaining its proper end, student responsibility for learning.

Progressing in our second year through individualizing instruction, certain observations are apparent. Students are interested and concerned. Teachers are dedicated and hard-working. In fact, the work of the teacher is heavily increased. Parents of the students seem pleased and happy.

To properly evaluate the program it will be necessary to complete the four years. We have begun a series of tests and comparison of tests to measure progress. All students are given the SRA Placement Test in January before they enter high school. At entrance, the Otis I.Q. is administered. In February students take the NEDT. At the close of the school year the Stanford Achievement is given. In addition to comparison of percentile scores in each subject area on the national tests, eighteen girls in each year of the two years have been selected to chart their individual progress as they proceed in high school: six students each in the below, average, and above groups. A total of 60 graphs have been constructed and various comparisons made to date.

Individual evaluation of the student also takes place quarterly in parent-teacher conferences. No grades are issued, but each student has a separate evaluation card in every subject. Characteristics of achievement and motivation are listed on each card. Teachers in all five or six subject areas see each student's parents individually. Parents seem genuinely satisfied with the means of interpreting pupil progress.

Not only in the cyclical plan in the English-social studies area but also in biology, bright students in the ninth and tenth grades have been phased together. For example, all Phase V students take biology by programmed instruction. The teacher acts in a supervisory manner and is on hand to assist in lab work every afternoon.

Two other subjects are programmed. English grammar for slow students in both years is a programmed text. Phase IV and V students do not have a special grammar course; this is incorporated within their literature and writing. The other subject programmed for all students is Latin I. These texts, with pictures, tapes, and special reading, are proving successful in terms of motivation and interest in Latin.

It is yet too early to predict the success of our new venture in learning. We can only say that the future looks bright. In terms of real education for the students today, adults tomorrow, in this dizzyingly rapid, challenging world, it seems to be the best answer yet.

Kentucky's Lincoln School*

Marvin J. Gold

Twenty miles outside of Louisville, Kentucky, lies the 400 acre campus of The Lincoln School. This residential facility houses the most recent educational innovation taking place within the boundaries of the Commonwealth of Kentucky: a high school for disadvantaged, potentially gifted youngsters.

The Lincoln School occupies buildings which were once employed by the Lincoln Institute, a college and secondary school for black students. With the Commonwealth's adherence to the Supreme Court's decision to desegregate public schools, the Lincoln Institute facilities now stood as a silent reminder of a rapidly disappearing era.

Following a study requested by the Governor of Kentucky and Kentucky State College, the decision was made to use the facilities to help educate culturally and economically disadvantaged, talented youngsters from throughout the Commonwealth. The 1966 Legislature authorized the use of the Institute's grounds and buildings for this purpose. The 1966 Act further specified that a Board of Trustees with membership from Kentucky State College, the University of Kentucky, and the State Department of Education contract with the University of Kentucky to operate the reorganized school.

The University, moving rapidly, attempted to transform the site—which included operating farms as well as classroom, dormitory and gym-

*Dr. Gold was director of the Lincoln School which closed July 1970. This descriptive article was prepared while the program was fully operative.

nasium buildings—into useable and renovated space for the first group of 62 youngsters who were scheduled to arrive on the scene in September, 1967.

The doors of the school did open as scheduled and through them came white children from Appalachia and black children from the ghettos of Louisville, girls from hamlets that discouraged their members from ever wanting to leave and boys from farms that depended on the labor they represented. Members of this sociologically diverse group, however, had two characteristics in common. First, they were basically disadvantaged in one or more of several areas. Limited financial resources, absent parents, limited educational opportunities, histories of school drop-outs within the students' families or circles of friends—all represented types of problems to which this population was exposed. Generally, clusters of problems could be expected for each student rather than single elements of disadvantageousness. Secondly, besides having fallen heir to several possible problems, these students were all similar in that they represented some of the finest potential within their home school situations. In many instances, although a child might only have been performing at or slightly above grade level using national criteria on achievement measures, this represented maximum potential within the local definition of success. IQ scores very often would be similarly depressed. Naturally, standard or hard and fast criteria could not be utilized in selecting students for the Lincoln School.

Armed only with the statement within the statutes mandating the establishment of "a secondary school for the education of the exceptionally talented but culturally and economically deprived children of the Commonwealth of Kentucky," the Student Screening and Selection Committee composed of teachers and counselors, under the direction of the school psychologist and guided by the Board of Trustees of the school, had to translate into action the intent of the legislation by locating a population of the most eligible students. Since disadvantages vary (who can weigh the impact upon a child who comes from a family with a total income of less than $2,000 per annum against the impact caused by an absent parent?) and procedures for talent identification are fuzzy at best, the Committee worked very closely with local educators in securing nominations of potential candidates for admission to the program. A wide range of subjective and objective measures was employed in helping make final determination of a student's eligibility: a variety of locally administered achievement and aptitude test batteries and group and individual IQ measures, Lincoln administered Differential Aptitude Test, the Wechsler

Intelligence Scale for Children, a creative writing task, and personal information forms.

While this student screening and selection process was being implemented, a nation-wide talent search was instituted to attract the most able faculty that could be found. Regardless of the standard employed in assessment of the over-all competency of the faculty, the most stringent critic would rapidly come to the conclusion that the faculty was an exceedingly talented one.

There were four major objectives to which the University, the Board of Trustees, and the Lincoln faculty subscribed. First, The Lincoln School was to be a four-year residential high school with standards of academic excellence high enough to ensure its students admission to and success in the most selective colleges and universities. Secondly, since disadvantages within the child's home environment frequently put an artificial ceiling upon his talents, a continuous and active academic remediation program in several areas would have to be a part of the regular on-going program. Thirdly, The Lincoln School had not only the opportunity but the obligation to aid in the generation of new knowledge relative to the education of disadvantaged and gifted youth. And finally, The Licoln School was in a unique position to serve as a demonstration facility for the educational community.

Because of the relationship that exists between the University of Kentucky and the School, a vast variety of talents and resources are involved in aiding Lincoln achieve its major objectives. Among others, curriculum experts and research talent, home economists and civil engineers have all been relating their expertise to the major objectives of The Lincoln program.

The School had to face a variety of somewhat unique concerns in addition to the problems that would be reasonable expectations in any academic situation. Twenty-four hour days and seven day weeks lead to questions about the necessity of personal guidance and counseling, rules about dating and social behavior, exposure to religious activities and events, to mention only a few of the non-academic areas. The staff questioned the appropriateness of viewing these areas as independent entities. Should they not be integrated into the entire program to form a more meaningful and less disjointed whole? Yet it can easily be seen that, on the surface at least, it is a bit difficult to relate a remedial reading effort to a weekend social event or to reinforce chemistry concepts when a student is homesick.

The two years that the School has been in operation have helped the staff focus upon a very wide range of issues—issues which on the surface

very often appear contradictory. For instance, students in one way or another seem to want structure of almost a restrictive nature; the program as evolving, however, is pulling away from uncertain aspects of structure such as 50 minute–five days a week class periods. The students have come out of environments where they were very often told what and when to think; the Lincoln program, however, is striving to aid them in working through the "how" to think.

Currently the faculty, professional staff (e.g., dormitory counselors) and students who sit as fellow committee members are facing up to a variety of issues: a redefined and detailed philosophy of operation, specific goals related to the major objectives, research projects, campus race relations, approaches to information dissemination, etc.

Although there is no question as to the part The Lincoln School is scheduled to play in educating Kentucky's disadvantaged, gifted youth, joint professional-student involvement should aid in reaching that goal more easily. Perhaps the open lines of communications between professionals and students working on problems, the solutions to which will be of value to both groups, is one way of resolving the "structure" dilemma.

The final evidence as to the effectiveness of the Lincoln program will not be in for a few years. "How many Lincoln students achieved success in college?" "What impact has the program made on changing conditions from which the students came?" "Has Lincoln been of value in aiding other institutions concerned with similar populations of students?" When questions such as these can be answered satisfactorily, then all will know that the Lincoln program has made a valuable difference.

Being at the Lincoln School

Sue McCulloch

BE is a fitting acronym for first-year English at The Lincoln School: Basic Experiences. The student is given the opportunity and encouraged to be himself, which first requires his discovering just who that is or might be, and then working towards that. The course is designed for white and black, rural and urban, liberal and conservative, motivated and unmotivated high school students who show some promise of exceptional abilities despite cultural, social, or economic disadvantagedness.

Disadvantaged students tend to have a self-concept which is not commensurate with their abilities or potential. Their creativity usually is not focused on academic or more intellectual areas, though its existence cannot be denied. Gifted students, however, are generally more academically creative and have a healthier self-concept. The broadest objective of BE is to begin the transition for these ghetto-, holler-, farm-, or coal mining town-dwelling teenagers from being characteristically disadvantaged to exceptional. The students are given a wide variety of physical, emotional, intellectual, cultural, and environmental experiences through which it is hoped they will grow.

That these students need encouragement about their individual worth and the value of their ideas is a basic premise around which this course is built. Students come to know an acceptance and concern which their previous, crowded inner-city school, large family, or isolated community environments may not have provided.

Miss McCulloch was an English teacher at Lincoln School, which closed in 1970.

Within this permissive atmosphere is a carefully defined, concrete structure. Students are taught the art and science of critical thinking by evaluating their own ideas and opinions; discriminating between fact, opinion, and inference; and applying these skills regularly and conscientiously in Basic Experiences, social studies, and science.

The critical thinking skills are basic to and integrated in the three major areas emphasized in BE: reading, writing, and drama. The reading program begins for each student at whatever point he is, which may be remedial in some areas, or generally advanced. The program is highly individualized, and geared to turn the student on to reading. Reading specialists work with students in remedial areas, as well as provide optional speed-reading and comprehension-improving courses. The classroom library contains hundreds of colorful, interesting paperbacks, covering the range of interests from those of inner-city black students to those of the mountain farm girl or the holler boys. (Since peer pressure sometimes discourages students from carrying books and appearing "academic," paperbacks are easily concealed in back pockets or purses to be read later!) Each student is encouraged to be reading something of his own choice at all times. Since only 11-13 students are in each class, the teacher can keep up with each student's reading, discuss ideas or books with him, and recommend related or more challenging selections.

Students react to their readings in small group discussions, one-to-one conferences, or in their journals—the primary source for their writings. The student relates the book to his own experiences, and evaluates it at whatever level he can. Since the journal is a confidential dialogue between the student and teacher, student entries are responded to honestly and openly by the teacher, but generally with little criticism. The student's confidence in his ideas, honesty in his writings, and creativity in his thinking tend to grow under such a program. Attention is given to mechanics, semantics, organization, and other traditional criteria for "good writing," but not at the expense of the student's confidence and motivation to write.

The journal also serves as a means to turn the student on to writing. He writes about his experiences and things very relevant to him. He might go outside on a windy fall day and pretend he is a windmill or a stake in the ground and then write a poem about what he felt. He might visit an art gallery and describe his favorite painting. He might watch an experimental film and afterwards write stream-of-consciousness in a warm, darkened, silent room. He might read a play or short story and identify with the character discriminated against by recalling a similar personal incident.

Writing thus becomes less of a distasteful, defeating task and more

of a fulfilling personal outlet. The student's basic writing, thinking, and creativity skills are developed so that he is better prepared for the more structured writing assignments and requirements of later schooling.

The third basic area of concentration in BE is drama. Since our students come from backgrounds which tend to be concrete, tactile, and reality-oriented, drama has proven a natural means to actively involve the students in learning, being, and growing. Students not only read plays, but they use the stage and class room for acting out the dramas. The rumble scene in *West Side Story* was a great success for a group of inner-city black boys, as was the trial scene in *Inherit the Wind* for many of the country kids. After "being" the characters in any particular play, the students enjoy discussing the ideas involved (be they prejudice, group-irrationality, peer pressure, or creation myths) since the ideas now have more relevance to them. Students also enjoy, perhaps as a result of this classroom activity, staying after performances at Actors Theatre of Louisville to discuss the play with the actors.

Drama is used also for skill-building. Students' oral reading and acting skills are developed, as well as their awareness of non-verbal communication as it is used in everyday life. The plays provide new vocabulary, studies of character, setting, plot, and theme, in addition to being inspirations for journals and small-group discussions.

Through writing, reading, and drama, disadvantaged students with realized or merely suspected academic talent experience, think, and grow. Students grow academically and intellectually as well as in their self-concept, self-confidence, and self-motivation. Some representative student responses to the question, "What is the most important thing you have learned this year?" perhaps best summarize the goals and achievements of Basic Experiences:

". . . that I am a person, as good as everyone else. . . ."

"I am proud, even glad, to be me. I like who I am, what I am, and what I stand for."

"The most important is the simple fact that I am a human being."

". . . in my own way, I'm unique. . . ."

Occupational Orientation In Fayette

Connie Craft

There exists in our schools today a group of students who have been called "the new minority." They may be found at any age and on any grade level, but the number in their early teens is particularly significant. They are enrolled in junior high school but they have ceased to function in it. Somewhere, somehow, something went wrong. The public school system has offered no promised land for these wanderers: that academic route so carefully charted by our curriculum constructionists just has too many danger zones, too many detours. And so, confronted with a group who don't "fit"—who are different, and therefore threatening—we have two choices. We can ignore them as we have in the past and label our failure as their failure, or we can re-define our objectives and re-structure our curriculum in order to find a way to reach this new minority.

Under the auspices of Title I, ESEA, Fayette County is attempting the latter approach—to find a way to make the curriculum fit the child, rather than insisting that every child fit the same curriculum. Out of this philosophy grew the Occupational Orientation Program, created and dedicated to the proposal that we in the public schools must educate all youth, not just those who go on to college, but also those whose future lies in the world of work. We must equip them with the tools they need to attain an adequate degree of competency in our economically-based society.

Mrs. Craft is helping teacher in the Occupational Orientation program, Fayette County Schools, Lexington, Ky.

This program was specifically designed to reach and hold the young adolescent through adapting a meaningful curriculum in the junior high school. It is now incorporated into the organizational structure of two schools—Lexington Junior, located in the inner-city, and Leestown Junior, on the western end of the county.

Four core teachers, two math teachers, and two science teachers at each school have the major responsibility for our students in the Occupational Orientation Program. The number of students in each core class is limited to twenty, with each teacher having two two-hour blocks of classes. An integral part of the staff is the Helping Teacher who works with the classroom teachers and the Junior High School Language Arts Coordinator in improving instruction.

Following the initial launching of the program during the school year 1968-69, two teachers, along with the Helping Teacher, wrote a curriculum guide for the eighth and ninth grade core groups. Among the units written were: "Problems of School Living," "Law and the Individual," "Consumer Finances," "Occupational Study," and "Know Yourself." This curriculum, based on the experiences gained in previous years, was specifically designed to meet the particular needs and abilities of these students.

A workshop was held prior to the beginning of this school year to acquaint teachers with each other, with the curriculum guide, and with the philosophy of the program. Speakers were brought in to talk about such topics as intergroup relations, the special needs of special students, the interdisciplinary approach, and teaching reading in the junior high school. Tours were conducted to illustrate the types of community resources which can be tapped for significant experiences for the students.

To familiarize themselves with the school district, teachers in the workshop toured the population areas and observed the environmental conditions of their students. Home visitations are emphasized as a major source of contact between the school and parents.

A meeting was held shortly before school started to greet the parents of the students and acquaint them further with the program. Each child had been interviewed the previous year and consent obtained from his parents for his enrollment in the program. Admission was based on need as evidenced by his grades, his test scores, and interviews with counselors and teachers. Our goal was to find those students who could be helped by individualizing the curriculum, by offering them material they could read, by varying instructional methods, by making greater use of community resources, and by providing experiences that would help improve self-images and restore self-confidence. The teachers work with the

Helping Teacher on all aspects of the program, including instructional methods and materials, activities, and organization of field trips.

Field trips involving the classes are organized and scheduled by each grade level according to need, accessibility, and appropriateness for the learning desired. So far this year, groups have visited the County Police Department, City Hall, Police and Traffic Courts, Central Kentucky Vocational School, IBM, Kentucky Educational Television, Bluegrass Airport, Vogue Rattan Manufacturing Company, and Turfland Mall. Many other visits are planned for the remainder of the year, including a half-day workshop sponsored by the Living Arts and Science Center during which the students will have the opportunity to work with art materials leading to the creation of an original project.

As in all innovative programs evaluation is an integral part of our work, carried on in all phases of activities. Anecdotal records concerning home visits, counseling sessions with the child and with his other teachers, and indications of behavioral and attitudinal change are recorded. Pre-post tests to verify reading levels and to measure the individual self-image are administered, and sociometric devices are utilized to yield a true picture of the child in his learning environment.

Naturally we have encountered problems. Parents, students, and teachers are somewhat apprehensive about new programs and reluctant to change old patterns. Sometimes there is a break-down in communication among personnel. There are few established precedents on which to build the program; guidelines, then, must be created as the need arises. Ours is not the complete or perfect answer to the problem of filling in the curriculum gap for a special group of young teen-agers, but it is a beginning, and judging from the re-actions of the students involved, it has great potential.

Toward Greater Flexibility

Building a Team Program at Estes

Evelyn Lindsey
and Cecilia Clouse

The administrators of the Owensboro Independent School System have had individualized instruction as their goal for the past three years. Because they felt that teaching had been geared to the average student, a study was made for a means of projecting the accelerated child and of challenging the underachiever and the slow learner. After careful research, interviews with experts, and many observations, it was decided that team teaching would best suit the needs in the system.

To prepare the teachers at Estes Junior High for the new program, one group visited Sammy Coan Middle School in Atlanta, Georgia, where a team teaching program was in operation. Another group visited the team program at Hanley Junior High in Clayton, Missouri. From these visits some ideas were gained, but the greatest assistance in planning the team program came from the team teachers at Foust and Southern Junior High Schools in Owensboro who had been doing team teaching for a year.

The first step in developing the program was compiling a set of objectives as a means of evaluating accomplishments periodically. The next step was the choosing of the cross-discipline approach to team teaching. The administration provided for a workshop to be held during the summer. This program was organized and conducted by experienced team teachers. In the course of the workshop the mechanics of flexible scheduling were practiced, ideas on how to integrate subject matter were exchanged, and

Miss Lindsey and Miss Clouse are teachers at Estes Junior High School, Owensboro Public Schools, Owensboro, Kentucky.

a concentrated study was made of the physical and psychological traits of the junior high student. The workshop session closed with a visit from Dr. Harlan Stuckwisch, formerly of Western University, an expert in planning team programs. At the close of the workshop the teachers at Estes were thoroughly motivated for launching this new approach to teaching.

Next came the physical preparation. Several days were spent working in the school building. A schedule board was made on which to plan weekly schedules; the five study areas were readied for the students; the office, which was to be occupied by all five teachers and the teachers' aide, was arranged; a teachers' aide was chosen; and the duties of the aide were drawn up. The teachers jointly planned the first few weeks of activities and worked on individual lesson plans and resource units.

The first two weeks of school were orientation for the one hundred twenty students chosen to participate in the team. They were introduced to junior high as a whole as well as to the process of team teaching. The team teachers then cooperatively taught a unit, *How To Study*. At this point the students and teachers were ready to initiate the modular scheduled program.

All team teachers' planning periods are scheduled for the same hour each day. On Thursday of each week the classes for the following week are scheduled to meet the needs of the pupils. One teacher may want to work with large groups of forty-five to sixty, while another teacher may want small groups of fifteen. Another possibility is that all one hundred twenty may be scheduled together for a film or speaker. Sometimes two teachers may be working together with one group of students.

The four-hour block of time has been divided into twenty-minute modules. A class can be scheduled for as long as the teacher feels is necessary. For example, math might be scheduled for four modules and English for only two. When the need arises for directed study or individual counseling, a teacher may be scheduled out of the regular block of time to do this special work.

Five academic fields are enrolled in this team approach—English, science, mathematics, social studies, and reading. Teachers in these subjects are assisted by a full time teachers' aide, a part-time speech and hearing therapist, and the librarian and guidance counselor on request. Student teachers render a great service also, as they are assigned periodically to the team teachers.

The one hundred twenty students are divided into eight working groups. Membership in these groups changes from time to time as the working habits of students vary. Each group of fifteen students has a captain who is responsible for certain duties over a period of two weeks.

He distributes copies of students' schedules on Friday for the following week. He takes charge of returning homework papers, giving assignments to absentees, and locating lost or misplaced books. The group captain is accountable for the behavior of his group when passing to and from classes as the team does not follow regular bell schedule. Evaluation sheets for behavior are kept and points are deducted from group members as they fail to comply with the behavior code accepted by the students. These evaluation sheets are collected at the end of each week and averaged. The group with the best average is proclaimed group of the week and is rewarded by posting the group letter plaque on the hall bulletin board.

At the end of the first year in the team program results were rewarding. Most important, the slow learning and the accelerated student had made a great deal of progress. Some advanced three and four years in academic achievement test scores. The students learned to accept responsibility; they grew in self-esteem and self-discipline. An eagerness to learn, which is the key to success in any teaching-learning situation, was demonstrated repeatedly.

The 1969-70 school term at Estes opened with two team organizations in progress. Facilities for the second team had been provided during the summer and the eighth grade teachers inaugurated another step in meeting the needs of individual differences in children.

After a year and a half of team work no one at Estes even thinks about returning to the traditional method of teaching. Plans are in the embryo stage for developing an ungraded team program composed of students from the traditional seventh, eighth, and ninth grades. Work is being done on better methods of integrating subject matter. A study is being made on how academic teachers can be released for more time to write resource units, to develop the unipac approach to learning, and to enrich the basic curriculum requirements of the state.

SAMPLE: STUDENT'S WEEKLY SCHEDULE 7TH GRADE TEAM

GROUP _____

DATE _____

			MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
MODULE	TIME FROM	TO	SUBJECT	ROOM	SUBJECT	ROOM	SUBJECT	ROOM	SUBJECT	ROOM	SUBJECT	ROOM
1	8:15	8:35	English	Auditorium	English	202	Social Studies	202	Science	110	Math	206
2	8:35	8:55	English	Auditorium	English	202	Social Studies	202	Science	110	Math	206
3	8:55	9:15	English	Auditorium	English	202	Social Studies	202	Science	110	Math	206
4	9:15	9:35	Math	206	Science	110	Math	206	English	202	Social Studies	204
5	9:35	9:55	Math	206	Science	110	Math	206	English	202	Social Studies	204
6	9:55	10:25	Math	206	Science	110	Math	206	English	202	Social Studies	204
7	10:25	10:45	Social Studies	204	Reading	109	English	204	Social Studies	204	English	202
8	10:45	11:05	Social Studies	204	Reading	109	English	204	Social Studies	204	English	202
9	11:05	11:25	Social Studies	204	Math	206	Science	110	Social Studies	204	Science	110
10	11:25	11:45	Reading	109	Math	206	Science	110	Reading	109	Science	110
11	11:45	12:00	Science	110	Social Studies	204	Reading	109	Math	206	Reading	109
12	12:00	12:20	Science	110	Social Studies	204	Reading	109	Math	206	Reading	109
13	12:20	12:40										
14	12:40	1:00										

Westport Adds Flexibility With a Seven-Period Day

James Gatewood

If education is to fulfill the needs of those it attempts to serve, public schools must find ways to bring about orderly, tested, and valued change. There is no substitute for the well-prepared, dedicated teacher or the highly motivated, intelligent student. Unfortunately, not all teachers or students fall into these categories, and even the vast majority who do can be greatly hampered by a daily scheduling plan which does not serve their needs.

In attempting to tailor the schedule at Westport High School to better meet the needs of teachers and students, much thought was given and much reading done about modular scheduling. For too long in most Kentucky schools, the six-period day has been the most popular form of schedule. It becomes most difficult, especially in the large schools, to schedule all youngsters who need to be excused early to work part-time into a study hall the last period of the day. Many schools are over-crowded and at times have gone to a second session with some youngsters in school until 8:00 p.m.

It was the contention at Westport that a good first step toward modular scheduling would be to add one period to the school day. This would begin to force a change in use of terminology so that eventually the new terms needed to describe a new schedule would be easier to introduce and absorb. The proposal was to offer a voluntary early period

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Mr. Gatewood is Principal of Westport Road High School, Jefferson County Schools, Louisville, Kentucky.

from 7:15-8:10 open to any 11th or 12th grader who wished to participate and be excused at 2:00 for work or other reason. A contract was drawn up which the student and his parents were asked to sign. The contract pointed out that no student who did not come early would be excused early and that any student who came early would have to provide his own transportation.

Only courses in which more than one section is offered, such as English III, English IV, or Psychology-Sociology, were offered the early period. There would be no early period study hall. All students who came early would be in an academic class. In compliance with school board regulations, all students at Westport are enrolled in school for six hours and all have five classes and one study hall.

Scheduling for grades 9 through 12 at Westport is handled by a Honeywell computer located at the Jefferson County Board of Education. Some sort of computer scheduling is a must when a school attempts to begin modular scheduling.

Just under 400 of the 1100 students in the junior and senior classes at Westport signed up for the early period. After a school year experience, the advantages and disadvantages of the seven period day are identifiable.

advantages

- Changed terminology paves the way for implementation of the modular schedule.
- Better use of the building provides more space needed for team teaching.
- A better traffic flow has been effected by spreading out the time that students and teachers come to and leave school.
- All junior and senior students have the opportunity to get out one hour early to go to work without having to rearrange their schedules so that they have a study hall the last period.

disadvantages

- Increased tardiness and absenteeism are problems, especially among the less-motivated students.
- Transportation problems arise when car pools fail to function properly.
- Because teachers may leave at 2:00, it becomes necessary to have two faculty meetings. It is also difficult for these teachers to attend departmental meetings.

In short, there are more advantages than disadvantages in offering the extra period. Plans at Westport for next year are to continue this

period and to possibly add an eighth period from 3:00 until 4:00 p.m. This would ultimately make it possible for a youngster to select any one of three schedules. He might come to school at 7:15 a.m. and be excused at 2:00 p.m.; or come at 9:15 and leave at 4:00 p.m. To do this, however, it will be necessary to provide bus transportation to the students on all sessions. It is the belief at Westport that tardiness and absenteeism would be lessened if bus transportation were made available for all schedules.

Pendleton's Open School Concept

Terry Cummins

Pendleton County High School is making an attempt to break away from some of the traditional practices and patterns which have enslaved secondary education for decades. The program at Pendleton is designed so that the school is "opened" for the many learning activities.

A computerized flexible modular schedule, team teaching, and other innovations are providing a framework for this open school concept where each individual student has a greater chance to pursue his own interests and accept more responsibility for his own learning. A brief explanation of the various phases of the program will indicate some of the elements of this concept.

19 mods and no bells

The schedule at Pendleton consists of 19 modules or periods of 20 minute length. A bell rings at 8:30 to begin the day and at 3:10 to end the day. No other bells ring. A short homeroom period is held at the beginning and again at the end of the day. It takes approximately three minutes for students to change classes, but not all students change at every mod break. During some of the breaks, there is very little changing. With 19 periods in the day, the students have the opportunity to move about the building, and have access to the learning areas.

Mr. Cummins was Principal of Pendleton County High School, Falmouth, Kentucky. He is now Principal of Jeffersonville High School in Indiana.

lecture group instruction

The large lecture groups vary in size. The largest lecture groups number 96 in biology. Social studies lecture groups average 70, and the English lecture groups average 60. Teachers lecture, give demonstrations, present material, show films, give tests, and use outside resource persons at the large group meetings. Most of the lecture groups meet for two mods, twice per week, but this varies in the different subject areas.

seminar group instruction

Students actively participate in the small group discussions. The size of the small groups varies, but the average size approximates 14. The use of group process and small group techniques is encouraged and practiced. Students have the opportunity to express their ideas and thoughts in these seminars. The teacher role becomes more and more that of an observer rather than that of dominating participant.

laboratory instruction

Laboratory periods are scheduled for the sciences, home economics, industrial arts, business education, and some other courses. The laboratory sessions meet on different time patterns. For instance, secretarial training meets five times per week for five mods per meeting; biology groups meet in a lab session once per week for three mods; and the physics group meets three times per week for four mods.

independent study

The success of the program will be determined to a great extent by the students' use of their unscheduled time or independent study. Students have on the average approximately 40 per cent of their school day unscheduled. Students are free to go to any resource center or room that is open. During most periods throughout the day, 10 to 15 areas are open for independent study. There is no passing in the hall during a mod. Students may pass only at the mod breaks.

The library, which seats 100 students, and a large study room serve as large quiet study areas. The cafeteria serves as a discussion or buzz area. The students can also use the labs, the shops, the fine arts rooms, the resource centers and any other regular class rooms during their unscheduled time. Teachers post schedules indicating when the rooms are open.

Students have the opportunity to pursue their individual interests. A student who has an avid interest in a particular subject may spend a sizeable portion of his time in the areas or centers where the subject is being taught.

The teachers are using study packets or project packets extensively to provide both long term and short term assignments to the students for their independent study.

team teaching

Ten teaching teams function in ten subject areas. Two planning sessions per week are scheduled for the teams. The teams work primarily with the large groups. The seminar groups are then equally divided among the members of the teaching teams, and grading is done within the small groups, although tests may be given in the large groups.

"mini"-courses"

Plans are being made for the offering of "mini" or short term courses. These courses could involve areas such as the crafts in art, speed reading, operation of the slide rule, contemporary issues in society, etc. The courses, for instance, could be held for four mods per week for three weeks or for any other combinations of time patterns. These mini-courses would be exploratory and introductory in scope. Students would take them during their unscheduled time.

the open school concept

The open school concept involves breaking down the rigid barriers of the traditional type scheduling. It involves an orderly but free-flowing movement of students to areas within the building where learning can take place. It involves flexible time patterns whereby groups of various sizes can meet for lengths of time suited to a particular group's need. The concept also involves the actual opening of rooms, resource centers, laboratories, and other learning areas in order for students to have easy access to the areas.

Each teacher and each department posts schedules indicating when a particular room is open. Many of the rooms, laboratories, or resource centers are open most of the day. Some of the areas are open even though a class may be in progress at the time. Students are also permitted to sit in on lectures or small group discussions which may not be their regularly assigned classes. They may wish to observe another group in action purely from an interest standpoint.

A flexible modular schedule provides a structure which permits an "opening up" of the school's resources. Students have to assume more responsibility for their own learning. They have more decisions to make regarding how, when, and where they will study and learn. Consequently, the students are afforded the opportunity to gain self-reliance, to practice self-discipline, and to assume responsibility.

Needless to say, the new program at Pendleton is not operating to perfection. There are areas within the program which need attention. It does, however, offer many new opportunities and possibilities. We are excited about our new program and extend an invitation to interested educators to visit us.

Core and Block Time at Jessie M. Clark

Dean L. Schryer

The Jessie M. Clark Junior High School Core Program (a combination language arts and social studies course) provides for a two-hour block of time at the seventh, eighth and ninth grade levels. Our classes are heterogeneous, but each pupil is identified as to his working level as measured by the Stanford Achievement Test and other criteria. Pupils classified as advanced are usually one or two years above grade level in social studies and the language arts areas, general are from a year above to a year below, and basic includes all remaining pupils except those that are placed in special education. In addition to the Stanford Achievement test data, such criteria as I. Q., study habits, desire to learn, and reading ability are used by the teacher to determine the working level of individual pupils. Adjustments in the classification of pupils may be made according to teacher recommendations as needs arise. Pupils are changed within each classroom as well as from one core group to another.

From past experience the staff had concluded that the best way to create an environment that is conducive to meeting adolescent developmental needs is to control the number of advanced, general, and basic pupils in each group. With this in mind groups are set-up which approximate a sampling of the school's general population. Teachers accept the responsibility for subjective grading and feel as if a heavily weighted portion of any final grade should reflect their professional evaluation

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Mr. Schryer is Principal at Jessie M. Clark Junior High School, Fayette County Schools, Lexington, Kentucky.

of the individual in terms of his progress in relation to his own abilities. Pupils classified as basic in any class can receive from an *A* to an *F* for their efforts; this is true, also, for the general and advanced pupils in that same class.

On each grade level one half of the core classes meet during one two-hour block of time and the other half during a second two-hour block of time scheduled later in the day. Core rooms are adjacent to each other by grade level, so that several groups can meet together for large group instruction. In most cases grade level core teachers have the same planning period. By this arrangement teachers are able to plan for large group instruction, exchange teaching assignments, and also plan time modules needed for their particular groups.

To communicate among different grade levels, the core coordinator meets with all core teachers after school hours at designated times throughout the year. The core department at Jessie M. Clark, involved recently in an evaluation for a merit rating by the State Department of Education, prepared the following evaluation which may serve here to provide a broader understanding of the program:

Strong points in area program.

- Heterogeneous grouping is used to strengthen the purpose and function of the core program.
- The cooperation and encouragement of administration, librarian, and guidance staff contribute immeasurably to the total program.
- Teachers have freedom to experiment because they are not shackled by rigid rules and artifical standards.
- Teachers and students have access to a variety of instructional and visual aids.
- The block of time period enables teachers to know each student and thus to help in solving his problems in and out of the classroom.
- Group interaction, which is readily accommodated in core, assists students in social growth and in problem solving and makes provision for individual differences.
- The program embraces a broad range of content; thus it interests and challenges the students and allows opportunity for self-expression.
- The use of a core coordinator and a core chairman for each grade level provides the program with continuity as well as leadership.
- Resource units outlining elements of the core program provide a practical guide for new teachers and give impetus to further curriculum study and development.

– A junior high supervisor is available for consultation and can supply resource materials and other aids upon request.

Aspects of the program needing improvement.

– Certain aspects of the school plant itself impose limitations. There is a need for physical facilities which would encourage large group meetings for films, speakers, special instruction, etc. An office or small room for each core teacher is needed in which conferences could be held and small groups could meet.
– More extensive use of team teaching would enhance the program through utilizing the special knowledge and abilities of the faculty members.
– More help is needed for teachers who have limited training in the teaching of core.
– Further use of evaluative techniques which would include the school community should be investigated.
– Methods of instilling self-direction in students and of encouraging them to think critically and creatively should be utilized to the fullest extent.

The change of attitudes and behavior is a very complex and not well understood process, but our core teachers are constantly striving to facilitate positive attitudinal behavior changes. To evaluate such progress, observable changes such as discipline referrals, interim reports, comparative results from standardized test data, and the number of individual pupils improving their grade averages are used.

Crabbed age and youth cannot live together:
Youth is full of pleasance, age is full of care.[1]

Jefferson County's PEEP Program

Hugh Cassell

. . . yet in several of the Jefferson County schools—where both youth and age abound—the two are attempting to live together better in junior and senior English classes. The Jean Dixon's of English, predicting that curricular innovations for the 70's will be marked by noticeable characteristics, have identified three such features: phasing, electing and relevancy—the same basic ingredients currently welding students and teachers in, regrettably, too few English classrooms throughout our nation. Haunting hordes of former students or classroom occupants, apathetic and disaffective, have long displayed their foretelling Bodoni on academic walls, but until a school's administrative, guidance, and teaching staffs desire to change the instructional program, these students' pleas appear only as a kind of cabalistic graffiti.

"So what?" you say. Well, just one high school principal did hear of a phase-elective English program in Michigan[2] and informed his staffs and did hold conferences with State Department and Central Office personnel and did arrange for a representative group to visit out-of-state and did come to initiate two years of successful, meaningful, germaine English courses within his school. Now this school serves as a kind of model in our expanding Phase-Elective English Programs (P-EEP). Another high

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*Mr. Cassell is supervisor of English instruction for Jefferson County Public Schools, Louisville, Kentucky.

[1]William Shakespeare, *The Passionate Pilgrim*, XII, 11. 157-158.

[2]*Project APEX*, Trenton Public Schools, Trenton, Michigan.

school is working with a similar arrangement of ungraded and elective and phased twelve weeks' courses. And two other schools' English staffs, their principals and counselors having thoroughly investigated P-E, are deciding to cast lots with that camp.

Must classes be divided into three twelve-weeks' units? Would not two eighteen weeks' or semester courses be just as functional? Are only juniors and seniors capable of phase-electing? An emphatic "No" is the answer if the reader is thinking that only positive responses are requisite to planning significant English courses, because how a course will be divided is primarily an administrative concern. Optimistically, however, any division results from curricular desires to achieve greater individualization in teaching and learning.

Does phase-electing really minimize repetition, stagnation, and ineffectiveness? Do all students find courses from which to choose that are developed with varying degrees of difficulty? Are teachers assigned teaching responsibilities commensurate with their special talents and talents and interests? "Yes," emphatically, to these questions, provided that the following specific objectives are understood, agreed upon and implemented within systems and English classrooms:

- provide each student with an individual program which will realistically serve his needs, interests, ability, and educational goals and which will assure him success;
- modify student attitudes toward English by replacing the stigma of requirement with the privilege of election;
- increase teacher effectiveness by matching the teacher's special knowledge, talent or interest to specific teaching tasks;
- increase each student's competence in the oral and written uses of his language;
- provide meaningful experiences with both classic and contemporary literature at a level of reading and understanding corresponding with the student's individual capacities;
- assist each student to become more self-directed and to assume more responsibility for his own learning; and
- involve student, teacher, counselor and parents in cooperative planning of the student's English program.

Indeed, teachers and curriculum planners are naive to assume that initiating course division merely into language, literature, and composition units will ever be adequate for all English teachers and the majority of English students. Therefore, big apples (not of the crab variety) should

be proffered to the imaginative teachers in English departments where the P-EEP is beyond the tripartite view of the discipline. Such teachers are experimenting with P-E by offering elective courses for seniors only; others are considering offering a tri-mester or package offering; another staff is considering the possibility of having P-E offerings on the ninth and tenth grade levels; and, several teachers are currently adapting the ready-made, P-E units in their traditional English courses. Non-credit and extra credit mini-courses of a phased variety are also possibilities. All in all, there are several variations on our initial Phase-Elective theme in use in Jefferson County. And, as more teachers and their administrative leaders become informed about P-EEP's possibilities, all are quick to discern that such a program in English provides constructed opportunities to teach basic skills to the students who need more basic work in utilizing skills and, at the same time, provides equally for the students desiring and capable of more advanced exposure.

Furthermore, in addition to the measurable results in P-EEP, significant improvements in student attitudes and effectiveness have been noted in all of our experimental programs; and, in general, the enthusiasm of principals, teachers and students for P-E courses remains high. Such encouraging factors, while sufficient unto themselves, keep us talking and questioning and evaluating and P-EEPing in Jefferson County . . .

Informed age and youth CAN live
together:
Thankfully, youth IS full of pleasance,
and age IS full of care.

Westport Makes Creative Use of Video Tape

Mrs. Calvin Pinney

Westport High School acquired its first video tape recorder and monitor in 1967. The SONY representative trained a group of senior boys who operated the equipment which was used in a limited way: taping and showing lectures in the classroom and taping and showing Westport sports events.

By the 1968-69 school year, the video tape staff, located in the audio-visual room, consisted of three students per school period and one faculty advisor. The activities of the staff expanded to include after school training workshops; planning and producing a documentary entitled "A School Day at Westport" for the PTA; taping and showing skits and student reports; taping special activities at other schools and playing them for Westport classes; taping and playing teacher performances for self-evaluation; recording programs from commercial television for classroom viewing and analysis; taping English teacher specialty lectures to be used in other English classes; and taping guest lectures. In the spring of 1969, Ampex video tape equipment was added at Westport.

During the summer of 1969, the video tape staff taped a teacher-student project demonstrating the use of commercial television in an academic English class unit. The tape was presented and discussed at a University of Louisville workshop, "Commercial Television in the Classroom."

Mrs. Pinney is English teacher and video tape director at Westport High School, Jefferson County Schools, Louisville, Kentucky.

By fall of 1969, the video tape staff was expanded to six students per school period so that both video tape units could be used any period of the day. An added assignment for the staff was to tape daily the ETV English II telecasts for playing in two sophomore English classes. The staff and equipment moved to a larger headquarters which became the studio from which televised morning announcements originated. The five minute homeroom program included the use of background music and visuals along with routine announcements and special interest interviews with outstanding Westport athletes and students.

Projected uses of the video tape equipment include student planned and performed documentaries and creative films, refinement of the morning announcement program, further exchange of ideas with other schools, and production of a tape about large television classes for use by KETV.

Toward More Pluralistic Emphases

Team Teaching, Flexible Scheduling, Independent Study At Foust

Freddy A. Reeves

During recent years the junior high school has attained a new identity for itself. It has been recognized finally as a separate and unique institution rather than the "little brother" to the high school. With this recognition has come the responsibility to develop staff organizations and curricula to meet the special needs of the early adolescent. Accepting this challenge, the administration and staff of Foust Junior High School have developed a unique program involving cross-discipline team teaching, flexible scheduling, and independent study.

The pilot project was initiated in January, 1968. The program is built around a team of four teachers. Each teacher is a specialist in one of the four basic subjects of math, social studies, language arts, and science. In addition to these four members, other teachers are incorporated into the team. The non-graded team, which contains youngsters who are in need of reading development, has the services of a reading teacher three hours per day. The eighth grade team has a Spanish teacher and a typing teacher one hour per day. The responsibility for the presentation of the various subjects rests solely with the individual subject teacher.

The position of team chairman is an excellent training ground for administrative prospects, as it requires the performance of many functions closely akin to those required of a principal. The primary tasks of the team chairman are to secure instructional supplies, to supervise the weekly

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Mr. Reeves is team Chairman, Foust Junior High School, Owensboro Public Schools, Owensboro, Kentucky.

scheduling, and to coordinate the work of the teacher aide. The chairman also represents the team to the principal in matters relative to the team.

Each team of teachers is assigned a group of approximately one hundred and twenty students for four hours of the school day. The students spend the remaining two hours outside the team in such enrichment subjects as home economics, art, music, industrial arts, health, and physical education.

During the four-hour block of team time the students are organized into eight groups of fifteen students. In grouping the students, every effort is made to insure that each small group has a representative number of academically talented students and social leaders. A balance by race and sex is achieved so that no student becomes isolated. Hopefully, each group is as much like the other groups as possible. This method of grouping provides a leadership that is adequately divided to allow every potential leader an opportunity to function, while providing the child who tends to be a follower the opportunity to participate in well-organized projects.

Every group has a student leader who is elected by secret ballot. Elected monthly, these leaders are responsible to their peers in the performance of various tasks. The group leader assists the teacher by reporting absences to the office, serving as a helper in the classroom, and in organizing group projects. In project work the group leader assigns students to individual committees and he helps in securing needed materials. In the performance of these various tasks, the student develops insight into the requirements a leader must fulfill. Subsequently, the student leader approach has been a meaningful experience to the other students by providing them an opportunity to participate in an organization where leaders are elected to positions that influence the effectiveness of the entire group. There have been cases in which students have initiated proceedings to impeach their group leader for displaying partiality or for conduct which reflected a poor image of the group.

In providing a program that is so directly oriented toward valuable experiences for each child, it was necessary to offer classroom material to the students with a singular and relevant appeal. Unfortunately, no texts were found that seemed to meet the specific needs of these students. Thus it was decided that each teacher would write his own material, using as many sources and as much supplemental material as necessary. All classroom activities were written so that each child, from the least to the most capable, could achieve some level of understanding and enjoyment. Because of the unusual workload required in writing such units of study, all team teachers were provided eight hours of preparation time each week. Ideally, the individual team members are assigned the same

periods for their planning. In addition to the extra planning time, each team has the services of a full-time teacher aide to perform such chores as typing, reproduction of materials, and other clerical tasks. This frees the teacher for planning stimulating classroom learning.

Each team plans and schedules the activities to be conducted during their block of team time. This is accomplished each week in accordance with individual teacher plans in an effort to meet the needs of each teacher. The schedule is built on a large scheduling board made of felt that can be manipulated easily. Students may be grouped in any multiple of fifteen for periods of time built around twenty minute modules. By using the flexible schedule, during the course of a week a student will very likely participate in classes ranging in size from fifteen to one hundred and twenty students for periods of twenty to sixty minutes. Various class sizes offer definite advantages in conducting certain types of classroom activities. Here are three suggested group sizes:

- 15 students—small group discussions, project work, laboratory work
- 30-45 students—lectures, reviews or other activities associated with traditional class size
- 60-120 students—films, filmstrips, testing, and resource persons

A typical day's schedule should provide insight into the variety offered students each day.

Monday, December 15

Time	Module	A	B	C	D	E	F	G	H
8:15	1	LA	LA	LA	LA	LA	LA	LA	LA
8:35	2	M	LA	LA	SC	SS	SS	SS	SS
8:55	3	M	LA	LA	SC	SS	SS	SS	SS
9:15	4	SS	SS	SS	SS	LA	LA	SC	M
9:35	5	SS	SS	SS	SS	LA	LA	SC	M
9:55	6	LA	SC	M	SC	SC	SS	SS	LA
10:25	7	LA	SS	M	SS	SC	SC	SC	LA
				RECESS					
10:45	8	SC	SC	SC	LA	SS	M	LA	SS
11:05	9	SS	SC	SS	LA	SC	M	LA	SC
11:25	10	SC	SC	SC	SC	SC	SC	SC	SC
11:45	11	SC	SC	SC	SC	SC	SC	SC	SC
12:05	12	SC	SC	SC	SC	SC	SC	SC	SC

At 12:25 all students go to lunch and then to other classes by homeroom. Team teachers plan for remainder of the day.

By following group A through their day's schedule, the distinction of the program should become apparent. They open the day in a group of

one hundred and twenty for a vocabulary test. By giving each student an assigned seat in the auditorium, this is easily accomplished in twenty minutes. During the second and third modules, group A attends math with only their group present. This offers the math teacher the opportunity to give more individual assistance to the students. During the fourth and fifth modules, they join three other groups for a filmstrip presentation by the social studies teacher. The sixth and seventh modules find the group in a traditional size class for a literature activity. They are provided the twenty minutes of the eighth module to accomplish some reading in preparation for a visit from the curator of the local museum. In the ninth module they move back into a regular size class where the social studies teacher requires them to react to the filmstrip they saw earlier in the day by writing a short composition with some part of the filmstrip as the central theme. Group A joins the remainder of the team in the auditorium for a presentation on archeology by the curator of the natural science museum. This presentation will complete the block of team time. At its conclusion the students return to a traditional homeroom structure for their other classes. It should be quite apparent that the student enjoyed a varied and well-planned program during his team time, a variety not possible in the much-used thirty students-per-period type schedule.

One very pleasant outgrowth of this program has been the counseling period. Each student has one counseling period per week. This period has a study hall arrangement where sixty students are assembled in a large group instruction area. However, at this point any similarity to a traditional study hall disappears. Rather than assigning the students to the physical education teacher or some other available teacher, the counseling period is kept by the four team teachers. During this hour students may pursue any interest or activity they desire, as long as it does not interfere with other students. All students have freedom of movement to the library or any other available school facility they might need. It is not unusual to find students playing music or quietly playing games during counseling. It is the opinion of the team teachers that students need a period of time simply to relax and enjoy themselves in some less demanding activity. The counseling period also offers the ideal setting for make-up and remedial work, as well as for assisting students in independent study. Because of its informality and unstructuredness, the counseling period has proved to be one of the most enjoyable periods of the week.

In an effort to meet the needs of our students with exceptional capability and interest in the various subjects, the team teachers have recently inaugurated a limited program of independent study. Students selected for independent study must be academically capable, display adequate moti-

vation, and be able to progress through the various units with a minimum of teacher direction. Students selected for independent study have the option of attending the regularly scheduled classroom activity or working independently in the library or some other appropriate location. These students must complete all work conducted in the classroom as well as displaying their special interest by completing some additional project beyond the scope of the required learning activities. All students who have participated in the independent study program are very enthusiastic about its continuation and, with few exceptions, they have responded to the added responsibility in a very positive manner. Naturally, care has been taken not to place students in independent study who could not cope with the added responsibility, either because of lack of maturity or academic ability.

The program at Foust Junior High School is not a panacea for all the ills of early adolescent education. It has, however, provided teachers the opportunity to utilize their talents both individually and collectively through increased responsibility for the program and the additional planning time to implement the program. The students have been provided with a variety of activities, an opportunity for leadership, and a pleasant school atmosphere—all of which are necessary in maintaining a high level of interest. The cross-discipline team teaching approach places the responsibility for the curriculum on those who must live with it for six hours each day—the teachers and the students.

There are many unnoted aspects of the program: a method of grading, diagnostic testing, methods of evaluation, teacher traits, and team management. Such a program could never be fully discussed in so brief an article.

Afro-American Culture: A Humanities Unit

Sister Mary Damienne, S.N.D.

The Afro-American Unit is an eight-weeks section of the sophomore humanities program at Notre Dame Academy. In this program the focus has been on the MAN of hu-MAN-ities, on his thoughts and their expressions. Today the black MAN is expressing himself emphatically and profoundly. This Afro-American unit is designed to help students learn to listen to (not just hear) the black man.

The content of the Black Culture Unit includes studies in black music, art, and literature:

MUSIC

dixie gospel swing soul
blues new jazz jazz

ART

African primitive African revival Neo-African

LITERATURE

Novels—*Black Boy,* Wright *Siege of Harlem,* Miller
The Contender, Lipsyte *Cry, the Beloved Country,* Paton
To Kill A Mockingbird, Lee
Poems—Le Roi Jones Langston Hughes Gwendolyn Brooks
Essays—James Baldwin Dr. M. L. King
Malcolm X James Forman

Sister Mary Damienne is a teacher at Notre Dame Academy, Covington, Kentucky.

Since these fields cannot be separated from the Black Revolution, due time and attention are given to the notable social protestors and Black Power groups. Individuals studied include James Farmer, Julian Bond, C. Stokes, Dick Gregory, Stokely Carmichael, Rap Brown, and J. Lester. Groups include Black Panthers, Black Muslims, NAACP, SNCC, CORE, FNP, UBNA, and SCLC.

Black history is considered essential to the proper focus and understanding of the Negro situation. A special examination into the nature of prejudice—all kinds—is also in accord with the purpose of the unit.

The purpose or goal of this unit is better named the *hope*. This hope and its underlying propositions are so highly valued and desirable that they demand a reshaped teaching approach. Consequently, the method in the Afro course is one of

CONTACT,

Blacks, professionals, and youth groups are participating by lecture and discussion.

SATURATION,

A variety of learning experiences engaging all the senses, alternating large and small group sessions, evoking creativity, and compelling reflection make up this unit.

and INSIGHT.

A study into the technique of manipulation—that is, how stimuli are applied to cause a pre-planned result—is built into the course for the sake of giving insight.

The response of 171 sophomore girls is the demand behind such a plan. Six teachers (three with M.A.'s in music, art, and history, three with B.A.'s in English and graduate work in journalism and drama) make up the Humanities team. The students meet Monday, Wednesday, and Friday from two to three hours for classes in Humanities. The time allotment is a combination of large and small group sessions or independent study.

By way of organization in the Afro Unit, each girl chooses the novel she wishes to read. In doing so she automatically indicates her choice of classmates in a seventeen-member small group. Also, by noting group A or B, she chooses the rate of speed at which she wishes to move in learning. Her small group meets twenty-five times during the Afro Unit. After five such meetings she and her group are scheduled with another team member. Every five sessions constitutes a mini-unit on a particular phase of black culture. Therefore, after all twenty-five small group meetings

have been completed, the student has also been exposed to five team members teaching a small group in five areas. These five areas are:

TERMS

Important persons, places, and slogans that belong to the Black Revolution.

FILMS

Documentaries on open housing, integration, racial problems, famous personages. This area also includes a study in contrasting attitudes evident in films produced in the 50's as opposed to the 60's.

NOVEL

One of the five previously mentioned novels included in the unit.

PREJUDICE

A depth study into the problem and cause of prejudice. This concentrated study is prepared by Scholastic Magazines, Inc., in its Scope/Contact Units.

PROJECT

A creative group assignment to evoke a stated emotional response by producing the necessary stimulus. This is the study in the technique of manipulation.

Each of the five areas is a self-contained unit requiring its own evaluation, testing, and grading.

In the large group the students receive instruction in Afro music, art, and literature. Large groups are also scheduled to provide black contacts, direct and indirect. For instance, the "Kick-Off" for the entire unit is conducted by Sister Mary Juan Ricardo, S.N.D., a black RN who, career notwithstanding, is a leader in the National Black Sisters Conference as well as in local city development groups. Her opening talk on the Black Revolution complements the cool-headed but biting documentary narrated by Bill Cosby in the film, "Black History—Lost, Stolen, or Strayed?" Half of the sophomores contact Sister Mary Juan Ricardo in a large group session while the others experience vicariously the not-so-funny Cosby presentation of the 1967 CBS release. Other films for large groups used in the unit are "One Potato, Two Potato" and "The Lady from Philadelphia."

The girls likewise meet a panel of black high school students who present "What it's Like—Being Black in Cincinnati." This confrontation includes lunch together in NDA's student cafeteria. At an evening reception

(optional attendance) NDA Humanities students host local gospel singers from Covington churches. These young people are under the direction of a professional musician dedicated to the development of black gospel music. Also, in the area of the arts, the students have the opportunity of viewing an exhibition of Negro American Art sponsored by a local girls' college.

Another contact experience is through the school counselor and ghetto volunteer, Sister Mary Rosilda, S.N.D., who explains to the girls her personal experiences in working with the local blacks. A co-laborer in Covington, Reverend Robert Nienabor, pastor of the black ghetto, whose opinionated and jolting message electrifies the issue, provides the SATURATION--CONTACT desired.

Though personal opinions can be stimulating, cold and hard facts are essential to a proper perspective. Each student is given an individual research assignment in connection with her black history lecture. Over seventy books in the NDA library on the Afro topic and hundreds of magazine articles from the last few years make it possible to set up an independent pursuit of specialized information.

The phenomenon of the Negro in America is unique to mankind's history. This people has survived and endured, and will prevail—a wise and distinctly cultured group. NDA's Afro Unit spotlights the black man as he struggles toward dignity and purpose in his existence. The black man is expressing himself intensely yet spontaneously, bitterly yet wisely, prophetically yet hopefully. His expression is appropriate subject matter for the high school girl of the 70's.

Hopefully, when the unit is finished, the student will know more than names of persons, places, and things. If dullness can become criticism, if blindness can become perception, if complacency can become compunction, if apathy can become action, – then the unit will have achieved its purpose.

Negro Literature In The English Curriculum

Thelma F. Lauderdale

In a paper presented at the NCTE Convention in Milwaukee in November 1968, Dr Robert Bone, Professor of English, Teachers College, Columbia University, stated: "It is one thing to decide to teach black literature, and quite another to know what literature to teach." He goes on to say that such concerns as the maintenance of standards, curriculum reforms, the availability of materials, and the question of teacher education are involved. In this brief discussion, we shall attempt to consider these concerns.

The demand of the Negro citizenry for the inclusion of Negro literature in the curriculum should not cause us to choose a piece of writing for study just because its author is a Negro. As is true in all bodies of literature, there are both good writing and bad writing among Negro writers. In our selection, then, we must look for the most lasting and the best constructed literary works by Negro authors. Currently, various lists of books by and about Negroes are appearing; however, it is wise to check their appropriateness in some book-selection guide used by school librarians. A few of these aids are *Standard Catalog for High School Libraries, Booklist,* and the *Library Journal.* In addition, a publication of NCTE, *Negro Literature for High School Students* by Barbara Dodds, will prove helpful.

As the English curriculum is set up in most school systems, we may include Negro writers chronologically in the regular American literature survey course usually offered in grade 11, add these writers to those we

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study in various thematic units, or present them in a separate unit in the year's work.

Since there has been a neglect of the study of Negro literature in the curriculum and in the inclusion of Negro writers in anthologies used, many teachers are not aware of the great body of material in this field. Some feel that the recent outpouring of writings by Negroes represents the best of Negro literature. This is far from true, for actually there has been some good work in the field even as early as the eighteenth century, and the period of the 1920's is known as the "Negro Renaissance" in literature.

The material that follows is an attempt to list a few Negro writers that may be included in a chronological study of Negro literature. Where reading level is a factor, a rating of some of the titles is given. This listing, however, must be considered merely as "a start."

suggested chronological study of Negro Writers

I. Pre-Civil War writers
   - A. Phyllis Wheatley, "To the Right Honorable William, Earl of Dartmouth"
   - B. Frederick Douglass, *The Life and Times of Frederick Douglass*

II. Post-Civil War writers
   - A. Paul Laurence Dunbar
     1. Dialect poems
        - a. "Little Brown Baby"
        - b. "Scamp"
        - c. "Wadin' in de Crick"
        - d. "Discovered"
        - e. "The Rivals"
     2. Nondialect poems
        - a. "Douglass"
        - b. "Booker T. Washington"
        - c. "Lincoln"
        - d. "Dawn"
        - e. "We Wear the Mask"
     3. Stories from *Folks from Dixie*
        - a. "The Ordeal at Mt. Hope"
        - b. "At Shaft 11"
   - B. W.E.B. Du Bois
     1. Selections from *The Souls of Black Folk*
        - a. "Of the Meaning of Progress"
        - b. "Of the Coming of John"
        - c. "Of Booker T. Washington"

2. Poem: "A Litany at Atlanta"
3. Novel: *Dark Princess*

C. James Weldon Johnson
1. Selections in *God's Trombones*
a. "The Creation"
b. "The Crucifixion"
2. "Lift Every Voice and Sing" (the Negro national anthem)
3. Novel: *The Autobiography of an Ex-Coloured Man* (average and advanced)
4. Autobiography: *Along This Way* (average and advanced)

III. The Negro Renaissance, the 1920's
A. Joseph S. Cotter, Sr.
1. Selections from *Collected Poems*
2. Song, "I'm Wonderin' "
B. Joseph S. Cotter, Jr., selections from his poetry
C. Claude McKay
1. "Flame-Heart"
2. "Baptism"
3. "If We Must Die"
4. "On Broadway"
D. Jean Toomer, *Cane* (advanced)
E. Countee Cullen, selections from *Color*
1. "Yet Do I Marvel"
2. "Heritage"
3. "Saturday's Child"
4. "Tableau"
F. Zora Neale Hurston, *Their Eyes Were Watching God* (average and advanced)
G. Arna Bontemps
1. "Golgotha Is a Mountain"
2. "A Note of Humility"
3. *Chariot in the Sky*
H. Langston Hughes
1. Poems
a. "As I Grow Older"
b. "Dream Variations"
c. "Mother to Son"
d. "I, Too, Sing America"
e. "The Negro Speaks of Rivers"
f. "The Weary Blues"
2. Autobiography: *The Big Sea*

3. Novel: *Not without Laughter* (average)
4. Stories: The Simple Stories

IV. The Post-Depression writers
- A. Richard Wright, *Black Boy* (advanced)
- B. Ann Petry, *The Street* (average)
- C. Ralph Ellison, *Invisible Man* (advanced)
- D. William A. Owens, *Walking on Borrowed Land* (average and advanced)

V. Contemporary writers
- A. James Baldwin
  1. *Go Tell It on the Mountain*
  2. Selections from *Nobody Knows My Name* (advanced)
- B. William Demby, *Beetlecreek* (advanced)
- C. William Melvin Kelley, *A Different Drummer* (average and advanced)
- D. Chester Himes, *The Third Generation* (average and advanced)
- E. Paule Marshall, *Brown Girl, Brownstones* (average and advanced)
- F. Julian Mayfield, *The Long Night*
- G. Lorraine Hansberry, *A Raisin in the Sun*
- H. Margaret Walker, selected poetry
  1. "Molly Means"
  2. "For My People"
- I. Gwendolyn Brooks (Poet Laureate of Illinois)
  1. Selections from *The Bean Eaters* (advanced)
     a. "The Explorer"
     b. "We Real Cool"
  2. Selections from *Annie Allen*
- J. Melvin B. Tolson, "Dark Symphony" (advanced)

Integrating the Curriculum

Irvin K. Rice

At a time when black studies curricula are so popular that one is tempted to incorporate such courses uncritically into the school's curriculum, schools must choose the most meaningful and effective way of giving proper weight to the contributions of ethnic groups to American culture as it is transmitted through the school.

At Thomas Jefferson High School, it was recognized that since our school populace included a significant number of black people it would be particularly appropriate to examine our curricular offerings in search of a proper balance of emphasis.

In January of 1969, Mr. W. D. Bruce, Jr., our principal, called together selected members of the faculty who represented various curricular departments, various grade levels, and were of different ethnic backgrounds. The committee was composed of the principal, an assistant principal, and six teachers—three from the Social Studies Department, and one each from the Art, Core and English Departments. Three of the teachers were black.

The committee explored the need for a more correct balance of emphasis in the presentation of American culture in the high school courses. It was the consensus of the committee that one course in black studies, or black history, would reach too few people, and that all of

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our students—not just the black students—needed to be educated in the cultural contributions of black people and other ethnic minorities. It was our feeling that we should not teach "Black History" but should teach "American History" and give the black man his proper place in it. It was also felt that in science, English, art, and every other area of the curriculum, opportunities should be sought and planned for which would emphasize the contributions of those minorities in our population that might not otherwise be recognized.

Each person at the first meeting was asked to solidify his thoughts and exchange ideas within the group at the next meeting before other groups were brought in.

At our next meeting, we felt the best project for us to attempt would be to ask each department within the school to undertake the production of a "Supplementary Curriculum Guide" showing ways in which the contributions of minorities might be emphasized in their academic field. The committee then began to seek materials; the audio visual coordinator and the librarian were contacted; and lists of supplementary books, film strips and other resource materials were compiled.

It was recognized at the outset that this kind of project is not one that is undertaken and finished within a certain length of time, but is an on-going process of curriculum examination and revision. However, we did hope that by the end of the year we would have, in written form, some nucleus of directions or resource guides from each department in the school that could serve as a guide to new teachers for dealing properly with the contributions of minorities to our culture.

In some academic areas, our project was very successful. The eighth-grade core teachers, under the leadership of Mrs. Jacqueline Powell, the chairman, produced a lesson-by-lesson plan which integrated all aspects of American History as appropriate for eighth-grade level and gave new emphasis to the contribution of black people in our history. They profited much from consultation with Mr. Norman Gasboro of the Atlantic City Public School System in New Jersey.

The English Department produced bibliographies for grades nine through twelve, citing relevant literary works by black authors and about black people. They also listed films available from the local libraries and from the Thomas Jefferson materials center, as well as records, tapes, and any other available materials. Their project for the coming year is to make careful notes on how best to use these resources in their classrooms.

The Home Economics Department produced a small but useful guide to supplement the regular curriculum guide in family living. It showed

appropriate ways to incorporate items of cultural interest to black students and dealt with the problems of black families.

The seventh-grade core teachers also completed a unit, citing not only resources but methods of integrating concepts relevant to black culture into the social studies of the seventh grade.

There is still much to be accomplished in our project. The Social Studies Department has found the task of cataloging and listing ways of utilizing the available materials so voluminous that they have not yet completed a written guide. They have compiled a bibliography on African history to supplement the world history curriculum.

Some departments, such as Math, Industrial Arts, Physical Education, Art, Music, Science and Business Education, recognized that there were a few ways in which they could broaden the cultural emphasis that is incidental to their course offerings, but felt the materials and techniques involved were so limited that to construct a written guide might be less useful than discussions of the topic in departmental meetings. We are still hoping that the procedures and techniques that they do use may be recorded in written form so that we may be able to present a complete record of our efforts toward a balanced cultural presentation. Even in the areas that have a written guide completed, we do not necessarily feel that we have finished the project, but we feel these guides are subject to revision and additions as teachers may find in the course of their teaching new and more effective ways to meet the needs of their students.

In evaluating results of our project, we feel that what has been done has been well worth the efforts expended, not only in the supplementary guides produced, but also in the in-service experience that it afforded the teachers who did some genuine curriculum study and curriculum planning. We are not finished, but we are looking forward to a more complete record of the emphasis given to minorities in our curriculum and a continuing concern on the part of our teachers for their own professional growth and a proper respect for all the elements of culture that our schools are responsible for transmitting.

Toward a New Methodology

Social Studies Lincoln Style

Carole Hahn

Tom is recording who sits together in the cafeteria, Harold is examining an ancient Indian skeleton at the University of Kentucky anthropology museum, and a U.S. History class is interviewing a German immigrant. These are students at The Lincoln School who are learning through their own experiences both the subject matter and the methodology of the social scientist.

Our students are no different from teenagers across the country in that their generation will have to face problems that we are not aware of today. We cannot give them answers to yet unknown problems, but we can and must give them tools now that they can later bring to bear on social problems. To study social problems, students use the inquiry method of the social scientists. They define their area of study, formulate hypotheses, gather data to test hypotheses, and, finally, form conclusions based on evidence they have found. In studying topics as varied as air pollution, the traditional Chinese value system, or the theory in and application of the U.S. Constitution, students are getting practice in how to approach problems as well as acquiring knowledge, learning to use resources, and investigating their own values.

To become aware of current issues and to establish a habit that will be important if they are to be lifetime learners, our freshmen students read the newspaper every day, and a discussion follows. Individual students

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Miss Hahn was social studies teacher at Lincoln School, Simpsonville, until its closing in Summer, 1970.

read and analyze paperback books related to current issues, and by the end of the year each writes a comprehensive paper in which he analyzes a particular problem, using the inquiry approach. Area studies of Africa, India, China, and the Middle East emphasize economic and political problems in those areas today as well as understanding of the cultures of the people there. In the interrelated world of tomorrow, our young people will need a better understanding of the ways others view the world if together they are to solve common problems of overpopulation, distribution of resources, and threatened nuclear disaster. For that purpose our students draw on the knowledge and methods of the cultural anthropologists.

Insight into social issues is the goal of our sophomore U.S. History course also. Students study the past to gain insight into such problems as discrimination and racial and ethnic division in the United States today. They also examine cases of the past and present to better understand the living Constitution and Bill of Rights and investigate other continuing issues in American society.

Believing that in addition to helping students to deal with social problems, high school social studies should also introduce the disciplines of the social sciences, we offer electives in the various areas. The young man who will major in engineering in college has the opportunity now to find out what the psychologist really does. The girl who thinks she might like to major in sociology has the opportunity to do some real sociological studies. In the Western Civilization class, students examine conflicting interpretations of an event, as does the historian seeking understanding. Courses are also offered in economics and political science.

Believing, too, that excitement for learning is best maintained when education is relevant to student interest, we try to offer courses that students request. Several students wanted to learn more about physical anthropology and archeology while others wanted to learn about college student dissent, so we offered seminar-type, one-semester courses on those topics. The students share in the responsibility of reading from various sources and presenting what they have discovered to the class.

In all classes we try to take the student where he is—in interest as well as knowledge—and move him to a greater degree of sophistication of understanding. Our freshmen spend much time on basic reading skills while our seniors act as independent social science researchers. When issues are not immediately relevant to a fourteen-year-old we use role playing and simulation, so that the issue involves him as a father in suburbia, USA, a politician in Ghana, or a farmer in India.

Through involving activities that lead to the examination of social issues, students at The Lincoln School are developing problem solving skills and valuable insights that they can apply to the problems of tomorrow.

Disadvantaged Students Achieve In Algebra

Darrell L. Brown and Walter Gander

Teaching becomes most meaningful when the teacher adjusts his instruction to the learning style of his students. This approach is in contrast to the common practice of grouping or tracking students by their achievement levels or intelligence test scores. Consistent with modern psychological research on learning by Skinner, Bijou and Baer, and many others, achievement and motivation must be viewed as internalized systems which occur within the student and are not directly manipulated by the teacher; that is, a student's motivation originates from within himself. Moreover, it has been demonstrated that motivation increases when the student is successful at learning and decreases when he is unsuccessful. The teacher's role then becomes one of re-structuring or engineering the classroom atmosphere so as to increase the probabilities for success. Assigning students work appropriate to their achievement level is a partial, but often inadequate, method of individualization. If motivation and achievement occur within the student, what can the teacher do to enhance either?

Though learning style is frequently cited as a major factor in individualizing instruction, it appears so vague and complex that novice teachers are bewildered about where to begin; likewise, successful teachers cannot explain the principles underlying their success or failures. Without

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some basic guidelines for considering learning styles, the vagueness will continue. In an effort to bridge this gap, the individualized mathematics program at The Lincoln School was analyzed to isolate those aspects of learning style which seemed relevant for instruction.

An individualized mathematics program was developed over a two-year period working with Kentucky high school students from disadvantaged backgrounds. The emphasis at Lincoln is upon developing, testing and demonstrating innovative techniques and curricula for educating potentially academically talented students who, because of economic and cultural disadvantages in their homes or communities, may not otherwise be motivated or adequately prepared to take advantage of or to successfully complete the higher education for which they are suited. *Talent retrieval* is a term that has been appropriately used to describe other similar programs, but essentially the task is to increase probabilities for success and to effectively implement the philosophy of "equality of educational opportunity."

the student population

Students at Lincoln are a heterogeneous group coming from diverse regional, cultural and academic backgrounds. Although factors other than measured intelligence are considered when academic potential is determined (*e.g.*, achievement test scores, teacher observations, grades and personal interviews), the group mean IQ of 120 and range from 100 to approximately 140 compares favorably with those reported for the college population at large. Achievement of entering students, especially in mathematics, varies widely from sixth-grade level to advanced high school levels. Mathematics, likewise, is most often cited by entering students as their problem subject. Thus, an individualized approach to teaching mathematics at The Lincoln School is necessary in order to accomplish the instructional goals.

The average class size of fifteen pupils allows the flexibility necessary for combining or subdividing groups and for monitoring the progress of each student. Likewise, because of the residential nature of the school, homework assistance is available in the dormitories where dormitory counselors and a few teachers can aid new students according to the written directions (or prescriptions) of the classroom teacher. These aspects of individualization and flexibility may appear to some to be inoperable in the average public high school; yet, the principles of subgrouping, prescriptive teaching, and individual assistance have been demonstrated efficiently with teacher aides in a variety of school settings, especially at the elementary level. The principles seem quite valid and in

some ways the larger numbers of pupils, classes, and teachers in most high schools allow even more flexibility than the limited numbers available at The Lincoln School. Observations at Lincoln suggested a flexible class structure that could be useful in whole or in part to other teachers with only minor modification to suit the facilities available.

considering learning style

Assuming that intelligence is held constant, three factors seem important in determining students' classroom success and thus influencing their academic achievement and motivation: (1) their need for teacher support; (2) their need for peer interaction; and (3) their optimum rate of learning. The following three-dimensional model illustrates how these factors may interact to determine a students' style of learning at a particular point in time on a given classroom task.

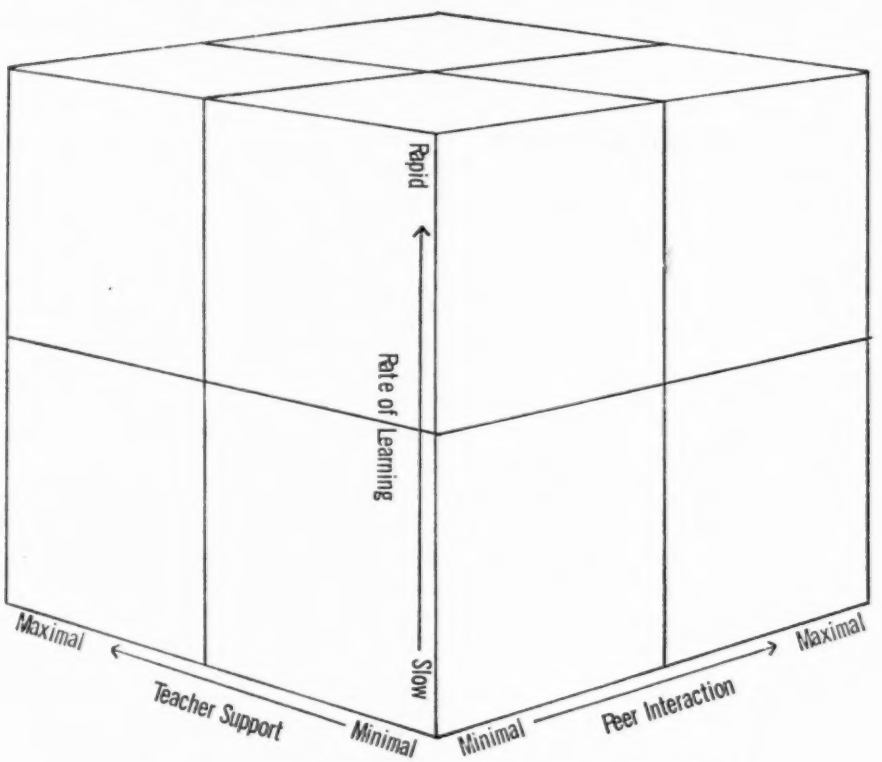

Figure 1: THREE DIMENSIONS OF LEARNING STYLE

Such a model might be useful to teachers for purposes of grouping or designing teaching techniques for each type of learner. Lincoln's Algebra I courses were structured from this frame of reference.

application

During the initial phase of a course, students are grouped randomly. At Lincoln, two adjacent classrooms are used and teachers begin the first unit with a team-teaching approach in order to diagnose learning rates and observe sociometric patterns. In this phase, all the students experience both group and individual instruction and teachers observe which students work best in each situation.

The first dramatic pattern to evolve is the emergence of an accelerated group of high achieving, highly motivated students who enjoy the freedom to progress rapidly. Obviously, at the same time, the teachers are noting those students who are progressing more slowly because of difficulties or because of lack of interest. As the division naturally occurs the teachers may decide it is best to tentatively subdivide the classes by rate of progress so the "slow starting" students will not feel intimidated by the rapid progress of the others. Most Lincoln students who have consistently remained in the faster groups have completed Algebra I in six months, or in two-thirds the normal time, while several have completed the course with high proficiency in only four months.

Less dramatic, but no less obvious, is the natural evolvement of peer groups within the classes. Some students learn more slowly than others and may need to be separated from the group for instruction, while others achieve best if they can work with their friends or receive help from other students. At the other extreme are the rapid learners who likewise tend to either subdivide into study groups or to work independently. Some students want the teacher to be available to answer questions or to instruct; others seek little teacher support and may complete assignments with little aid other than textbooks and supplementary materials. By observing these natural divisions, the teacher is able to adopt teaching techniques suitable to the learning style of each student.

case illustrations

Ralph—When Ralph entered Lincoln at the beginning of the ninth grade, he scored 118 on the Verbal part of *Wechsler Intelligence Scale for Children* (WISC), and standardized scores showed him to be an especially high achiever in mathematics. He was physically immature, shy and inconspicuous within the ungrouped class. However, when the first assignments were given, Ralph immediately established himself as a highly

motivated, successful student; in terms of the model described, he was an accelerated, independent learner. Independent study was so challenging to Ralph that the teacher avoided interfering with his success pattern. By the end of his freshman year, Ralph had successfully completed work comparable to 2½ courses for the average math student, achieving at the ninety-ninth percentile on advanced mathematics subtests of the Stanford Achievement tests. The role of the teacher for this type of student was to monitor his progress to assure that quality matched quantity.

Leonard—A very weak math background and a belligerent attitude toward school characterized Leonard. Though he scored 119 on the verbal subscale of the Wechsler, his achievement profile ranged from grade placement scores of 10 + on social studies information to 5.8 on arithmetic computation. High potential and unpredictable achievement and behavior seem to have marked his school career. Leonard learned nothing in the first Algebra unit and consistently disrupted work of the class. At intervals when the teacher worked with him, however, he showed sparks of interest that led the teacher to believe that he might work with less peer contact and more teacher support—at least until some success pattern could be established. Tutoring was prescribed. Progress was slow, but gradually he responded. Since teacher support seemed so vital, and tutoring was primarily formal and limited, the teacher increased his out-of-class, informal contacts with Leonard. Concomitantly, quality of classwork increased markedly, though rate of progress remained slow. Leonard *learned slowly* and required almost *constant teacher support* most of the year. *No group instruction* could be used because the more rapid progress of his classmates was obviously intimidating. From the teacher's point of view, Leonard had made progress though he completed only one-half the course. He had established a success pattern that kept him trying in spite of his deficiencies. Currently he is completing the second half of Algebra I and hopefully he will continue on in the math sequence without repeating a course or being made to feel inferior.

Jim—An example of a youngster whose style of learning changed dramatically in the course of a year is Jim. In a pre-admission interview Jim told the social worker several times that he had serious problems in math. He achieved a verbal IQ of 121 on the Wechsler, but most of his achievement scores varied from grade level to several grades above. On the mathematics subtest of the Stanford Achievement tests in the seventh grade he made grade placement scores of only 6.8 in computation, but 11.1 in reasoning. Likewise, arithmetic was the lowest scale score of the 10

subscales on the WISC. Jim began the freshman year at Lincoln with a negative self-concept, and thus, very low motivation. He seemed to expect failure and he found it.

In terms of the model of learning style, Jim appeared to learn best in a group, he did not seek or seem responsive to teacher support and his rate of learning was about average. Then, Jim changed his style for some unexplainable reason. He began to work ahead of the group and thoroughly enjoyed the feeling of completing work on his own. The teacher decided to let him do more independent study and increased the rate of his progress through the Algebra I sequence. Jim became caught up in an achievement-motivation spiral that has frequently been observed with youngsters when they first succeed. The flexible, individualized program allowed and encouraged this phenomenon to take place. Additional reinforcement came when Jim was moved to the accelerated class and again when he received a faculty award as the most improved freshman student in the school.

Glenda–Occasionally, students have the ability and desire to work independently or to accelerate beyond the group, but because of their need for peer support they feel more comfortable in the traditional classroom. Such a person was Glenda, an obese girl who tried hard to achieve group acceptance. Though she achieved a score of 125 on a group intelligence scale, on the individually administered WISC she obtained a verbal IQ of only 103. At first she achieved well enough in Algebra I to be included with the accelerated group and was considered to be capable of working on independent study, though with considerable teacher support or guidance. When she began to have minor difficulties she started to act irritable, to degrade her own ability, and finally to request that she return to the regular group "where I belong." Glenda actually never experienced academic failure; she was reacting to her own feelings of insecurity. In the group she continued to command a high degree of teacher support, but she was happier with herself and achieved well.

Barry–Barry is a paradox. No matter which test score is used to group students, Barry would be misplaced. His individual verbal (WISC) IQ of 140 would normally place him with rapid learners, and Barry, though very bright, is a very slow-paced learner; at the end of his freshman year he had completed only 80% of his Algebra I requirement. Group tests underestimated his obviously-high verbal intelligence (Kuhlmann-Anderson IQ, 120) and verbal tests overestimated his non-verbal abilities (WISC Performance IQ 100). At the beginning of Algebra I he immediately fell

behind in his work due to the compulsive precision he demanded of himself. Yet on an Algebra prognosis test he was obviously the one with the highest score.

In brief, Barry is a rare individual—a highly intelligent student who is a very slow learner. In addition, he has little need to gain peer support and is most comfortable working independently of the teacher. In spite of his obvious ability, he could frustrate any teacher with his slow manner, his constant lateness, his perfectionist attitude, and his almost aloof independence. The technique used to work with Barry was to allow him his independence, monitor his progress with periodic tests and reinforce his high quality of work as it was completed. Under this flexible system which tolerated individual learning styles, Barry persisted and achieved high quality.

conclusions

No step-by-step method of instruction is implied by the model of learning style presented. Instead it is an organized way of viewing three important factors in a student's learning environment that are frequently overlooked or ignored. There may be a number of techniques or classroom structures presently available to teachers which could take into account individual differences (in need for teacher support, group interaction and learning rate) and would also tolerate periodic fluctuations within individuals. The resource room, long used in special programs for gifted students (as well as for other children with special needs) could be adopted for use in any high school. It could be combined with a team-teaching approach to provide a mathematics laboratory for both group and individual instruction simply by scheduling several math classes simultaneously and pooling pupils and teachers. While some of the teachers would teach groups, one teacher would be available in a resource center to work with advanced and remedial students or special projects.

In summary, the role of the teacher is to modify or structure the classroom to maximize the probabilities for student success. The model of learning style emphasizes teacher support, peer group interaction, and rate of learning as important incentives to the motivation and achievement of students. Motivation and achievement tend to operate in a spiraling effect in that increases in one spur increases in the other. Likewise, failure to achieve reduces motivation which in turn prohibits further achievement. Achievement brings a feeling of hope that tends to inspire one to try again, especially if it occurs frequently. Placing a student in the appropriate situation for his learning style is one way of increasing the probability that he will feel hopeful and be caught up in the motivation-achievement spiral.

Standing Room Only

Donald L. Craig and R. David Covert

Since the recent introduction of Edwin Fenton's material on Inquiry Teaching, social studies departments have developed many devices for teaching the strategy of inquiry.

"Teaching is a system of actions intended to induce learning."[1] With this object in mind, it was the desire of these authors to devise a unit of study to acquaint the student with the meaning of world population and its problems and ramifications. It must be understood that the material in this article is only a vehicle by which we intend to illustrate the inquiry method.

In order for the inquiry process to be of as much value as possible, the unit must be designed with a concept in mind. As suggested by Fenton, a concept should be no more than one or two words with which much latitude may be taken. Some examples of concepts would be transportation, coal resources and, as in this case, population.

It is necessary to acquaint the student with the basics of the unit along with the inductive process to impress upon him that the teaching process will be different from that to which he is accustomed. The study will be filled with open-ended questions, hours of self-study and analysis, and discovery. With the inquiry process, the teacher/student relationship

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[1]Edwin Fenton, *The New Social Studies* (New York: Holt Rinehart, and Winston, Inc. 1967), p. 28.

changes somewhat, for the teacher becomes not a giver of facts but a participant in the discussions and the learning process and one who guides the motivation and study.

It must be noted here that the original design of the inquiry process was to present a concept and then have the class pursue whatever direction it desired. However, anyone who practices this method in class will find, first of all, that it is only another teaching method and probably cannot be used exclusively in the classroom at the risk of boring the students through overuse, or to have the teacher frustrated with comments such as, ". . . what are you going to have me learn today . . ." Secondly, as one can see with the example presented in this article, the totally non-directed inquiry material does not always achieve the desired ends. It is therefore the opinion of these authors that a truly useful inquiry unit must have some established goal and exercises must be planned so that this goal will be reached. Edwin Fenton, after a year of trial inquiry programs, had supported the fact that the exercises must have some sort of pre-planned goal with all study directed at that goal.

It is with this introduction then, that we present an example of a study by the inquiry method. The authors have designed this unit in four parts; Distribution of People over the Earth, Varying Growth Rates, Urbanization, and Relationships between People and Resources. Each is a self-contained unit but originally designed as an entire unit of study. Two exercise examples from Part II, Varying Growth Rates, have been chosen.

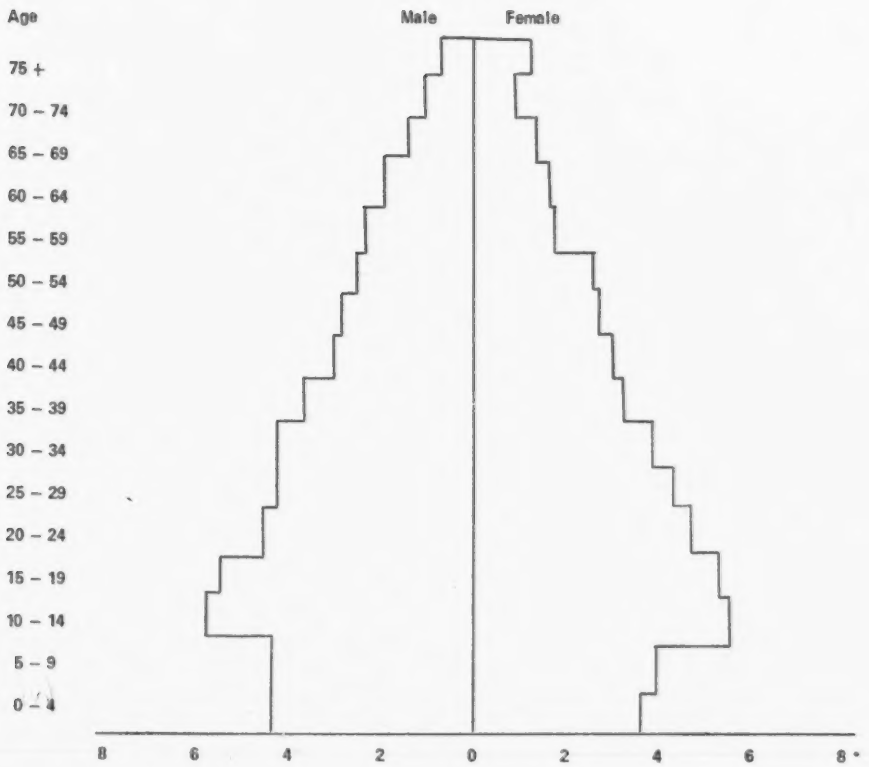
In these examples, as with all inquiry studies, the object is not only to accomplish the stated purpose of the unit but also to familiarize the student with data interpretation, graph construction and analysis, etc.

The first exercise is the construction of a population pyramid in terms of history's effect on the population of that nation. Data was obtained from the 1960 *Demographic Yearbook*. The true inquiry process would have the students collect the data themselves; however, due to lack of copies, these data were provided in the unit for the student.

In analyzing Chart 1, remembering that 1960 data have been used, one can see post-war population control, post-war birth increase (10-24 age groups) and a pre-war agricultural Japan against a post-war industrial Japan. This study is done not only for Japan but for six other selected nations, both developed and underdeveloped.

The second exercise involves construction of birth and death rate graphs for the same six nations. One can again see the above mentioned points of analysis in a different perspective, plus, for example, the great death increase/birth decrease as the United States bombed Japan at

Chart #1



COUNTRY — Japan

* Percent of total population

the end of the war. This is a most spectacular discovery for students as they work on this particular phase.

To add a critique of our own unit the authors feel that the following points are noteworthy. First of all, the time element involved in constructing a unit such as this is weighty. In fact, one such unit per YEAR is

the most an instructor can hope for and still do an adequate job on the unit. Secondly, this again was "planned inquiry" for the students, worked not with raw data and original sources, but with chosen data for a pre-planned result. Thirdly, and possibly the most frustrating point, is that the students have been so conditioned with years of "questions at the end of the chapter" that they hardly know how to think and reason conclusions on their own and much time must be spent in simply teaching them how to think.

In conclusion, it is our opinion that the inquiry process is most worthwhile and will soon become an everyday part of the social studies curriculum, but there are cautions and understandings that need to be brought forth when using this method.

Copies of the population unit, "Standing Room Only," will be furnished to interested persons on request.

Youth Joins the Credit Union Movement:

William A. Raker

"This is a new bag. It's never been tried in any other high school, and it's all yours," said Mr. Robert Schaffner when he told the students at Fort Knox High School that they had been chosen to organize and operate the world's first student credit union.

Fort Knox boasts many distinctions, not the least of which are its synonymity with gold bullion; Kentucky's largest credit union, managed by Schaffner; and the forward-looking awareness, inventiveness, and enthusiasm of its high school students. It is natural, then, that Fort Knox High School should be selected to play a new and significant role in the exploration of a novel approach to consumer education.

The students at Fort Knox High School have developed their own special program for teaching economics: they do it by getting themselves involved. They are learning by personal experience, and the experience is providing them with the opportunity to save and borrow money in cooperation with one another.

The students themselves named the program. They call it the "Fort Knox First Student Credit Union." It serves the military dependents attending the army post high school, and the field of membership is limited to the high school's students. It is the very first of its kind; and, at present, the only one of its kind in the world.

The Fort Knox First Student Credit Union is a joint effort of the

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Mr. Raker is a math teacher at Fort Knox High School and advisor to the Student Credit Union.

United States Congress, the military, the Fort Knox Dependent School System, and the Fort Knox Federal Credit Union. The project was begun in April, 1969, at the urging of Congressman Wright Patman, who wanted ". . . to begin in the nation's school system to remedy the lack of consumer education, particularly in the area of handling money. . . ."

Congressman Patman chose Fort Knox to host the pilot program. One reason for this choice is the close and unique relationship that exists between the students of the high school and Fort Knox Federal Credit Union, an eight million dollar organization serving the civilian and military personnel at Fort Knox. In response to Congressman Patman's suggestion that Fort Knox develop the project, Major General James W. Sutherland, Jr., then Post Commander, replied, "I wholeheartedly support this worthwhile project and am most pleased that the Fort Knox Credit Union has been selected to participate in the pilot program."

Robert Schaffner, General Manager of Fort Knox Federal Credit Union, and Herschel Roberts, Superintendent of Fort Knox Dependent Schools, drafted the outline for the proposed program. The military command and the school officials at Fort Knox enthusiastically approved the idea, and Fort Knox Federal Credit Union agreed to support the undertaking financially and to act as its sponsor.

In March of 1969, Schaffner met with the student body and explained the proposal along with the history, organization, and operations of the credit union movement. He let the students know just what they were in for and what would be expected of them. For most of the students in grades 9-12, it was the first time they had heard any discussion on credit unions and they were bubbling with questions. Many of the youngsters lingered after school hours to chat personally with Schaffner about how they could get involved.

Schaffner helped the students make plans for their first organizational meeting and asked them to decide how they wanted to structure their organization. Robert Burrow, the high school principal, was skeptical about the students' being willing to accept the challenge put before them. He warned Schaffner, "Don't be too disappointed if only ten students go for this thing." Burrow was the one with the surprised look when nearly one-half of the student body of 650 expressed a sincere interest in joining the program. The students were extremely enthusiastic about the fact that for them the project was "a new bag," untried and completely theirs, as Schaffner had pointed out to them at the beginning.

Herschel Roberts sent a letter from the superintendent's office to the students' parents explaining the proposal and encouraging them to have their children participate in the program.

As Roberts stated in his letter, the student credit union was to:
. . . be formed within the high school to assist in teaching young people the value of a planned savings program and the ramifications of installment buying.

The credit union will receive savings deposits, pay a savings dividend, and make low-cost small loans to be repaid in regular installments. Students will be encouraged to save for future needs. Emphasis will be placed on the "save now, buy later" concept versus the "buy now, pay later" concept.

The objective of this program will be to educate young people, not only with respect to procedure and cost, but also in the very important area of moral responsibility. Because young people should learn to transact business on their own, there will be no parental liability when a student borrows on a small signature basis. . ."

Parents and students alike were highly receptive to the proposed new educational concept. Everyone was eager to have the program get underway, to let the students have their own credit union and to see what they would do with it. Publicity went out through the high school announcing the initial organizational meeting, and on April 14, 1969, the students convened and elected their first officials.

Management of the credit union involves a minimum of 20 students: board of directors, seven; credit committee, five; supervisory committee, three; and educational committee, five.

—The board of directors oversees the general control and operation of all credit union activities. It is responsible for establishing all policies and for seeing that they are carried out.

—The credit committee has the responsibility for acting on all loan applications submitted by members. However, there is also a loan officer appointed by that committee and given authority to approve loans up to $10.

—The supervisory committee periodically audits the records of the credit union, examines the affairs of the credit union, and keeps fully informed as to the credit union's financial condition.

All offices are filled on a voluntary basis. Since the credit union is strictly a non-profit organization, the elected officials receive no monetary compensation.

Following their election from the student body, the board of directors, the credit committee, and the supervisory committee met and elected their respective officers. All three bodies joined to establish the following operational policies:

(1) Once a member, always a member (membership may be maintained after transferring to another school or after graduation)
(2) Minimum deposit for opening an account is $1, minimum for subsequent deposits is 25 cents
(3) Interest on loans is one per cent a month on the unpaid balance
(4) Signature loan limit is $30 with a maximum term of six months
(5) Secured loan limit is $500 with a maximum term of 18 months.

The Fort Knox First Student Credit Union was organized and ready to open for business. Within two months, 151 students had joined and deposited over $800 into their savings. After 15 months of successful operation, the student credit union has over 240 student member-owners, which represents more than 40% of its potential membership; and the students have in excess of $24,000 in savings.

Several members of the high school faculty have joined the student credit union on an associate member basis, which means that they are entitled to full member services but cannot vote or hold an office.

One of the teachers explained his members as ". . . an excellent way for us teachers to express our faith in and respect for these young people. By joining them, we can encourage them and support them in one of their own projects. We thought the idea of a student credit union was great, and we wanted to be a part of it."

Some 20 loans have been approved by the credit committee, and the committee chairman says that only one application has been refused so far. The total loaned out since the credit union was organized approaches $1,600. However, there is only $75 now outstanding, and there have been no delinquents on loan repayments. "These kids have accepted credit responsibilities much better than some of our adult borrowers at Fort Knox Federal Credit Union," commented Schaffner.

Loans have been for such things as prom expenses, homecoming expenses, a Honda, a mini-bike, contact lenses, bike repairs, clothes, and gifts.

Students' transactions, including deposits, withdrawals, and loans are conducted at school on Tuesday and Thursday mornings before classes begin. The student treasurer operates from his own office in the school throughout the academic year. During the summer months, he is employed fulltime by Fort Knox Federal Credit Union, where students come to transact their business directly with him.

The student treasurer, elected by the board of directors, is the only student who handles any money. He is covered under the sponsoring credit union's blanket bond. All of the funds the treasurer handles are deposited with the sponsoring credit union.

From the start, it was understood by all concerned that the credit union would be owned and operated by the students. Of course, the credit union functions in accordance with federal credit union regulations and by-laws. It is not chartered, but it still receives periodic examinations by state and federal examiners.

While the students themselves have full control of their affairs, they do receive guidance and assistance, when so requested, from Shaffner and myself. My connection with the high school is as a mathematics teacher, and my relationship with the student credit union is strictly as an advisor and liaison between the school administration, the student organization, and Fort Knox Federal Credit Union. I also have general supervision of the preparation of all promotional materials for the student credit union. During the summer, I work with the students as an employee of Fort Knox Federal Credit Union.

Student officers maintain all of their own records as required by law, but the accounting is done by the facilities and personnel of Fort Knox Credit Union.

In the legal sense, the student credit union is operated as a branch of Fort Knox Federal Credit Union, and the students' accounts are integrated into the accounts of that credit union's regular members.

The students are paid dividends in accordance with the dividends paid by the sponsoring credit union, currently 5¼% per annum, paid quarterly. The reserve requirements and blanket bond carried by the sponsor protect any losses the student credit union might sustain.

The sponsor provides facilities for monthly board meetings, permits student officials to observe its operations, prints literature and business forms for the student credit union, furnishes funds for contest awards and door prizes for annual membership meetings, and provides coverages on credit life and life savings insurances. Expenses of setting up and operating the program thus far have come to about $600, all of which has come from the sponsor.

"That is a small amount to pay for the tremendous educational value derived," contends Schaffner, "and we are just happy to have the opportunity to help these young people. We are developing the future leaders for our schools and our credit unions."

There have been two annual meetings so far. At these meetings, the members come together to elect officers (all terms of office are for two years, unless an officer moves away), review financial reports, listen to guest speakers, draw tickets for door prizes, and enjoy refreshments.

The program's over-all objective is primarily educational. It is to teach the value of the habit of saving regularly and to illustrate firsthand

what is involved in credit consumption, *i.e.*, borrowing for provident purposes, repaying promptly, establishing credit ratings, and understanding financial transactions.

As Schaffner expressed it, "All of the students involved will reap the benefits of a deeper insight into a portion of the economic and monetary system of our nation."

Speaking on behalf of the school board, Superintendent Roberts remarked, "From the school's standpoint, this program is a good way for high school girls and boys to learn the economics of credit, savings, and everyday economic transactions that they'll be confronted with the rest of their lives. It's impossible to teach this as a course in high school and reach as many students as this can. The potential is tremendous."

The Fort Knox students have been commended several times on the floor of Congress for their efforts with the credit union.

There have been extensive articles published about them in *The Congressional Record* and *The Credit Union Magazine,* all very laudatory.

CUNA International, the Office of Economic Opportunity, and the Education Department of *Changing Times* have all prepared and are distributing, on a nation-wide scale, packets of information about the Fort Knox First Student Credit Union. These organizations are working to help start credit unions in other high schools around the country.

Representative Patman recently spoke to his colleagues in Congress and expressed a desire to see ". . . credit unions in every school in the United States."

The Fort Knox students are doing their part to achieve just that, and they are proud to have been the start of it all.

Toward New and Revised Content

Humanities at Bardstown

George Stephens

Our realization that we had no course in the curriculum which allowed students to explore man and his association with the arts was the originating force behind our Humanities offering. This void in the learning program meant there was little or no way for the student to develop a sense of appreciation for cultural arts. We hope that our presentation of "the arts," both past and present, will fill this void.

At Bardstown High School, this course is offered as an elective to juniors and seniors in high school. At the present time there are 39 students enrolled—23 seniors and 16 juniors from all three academic tracks.

The humanities course includes the study of art, music, literature, religion and philosophy as academic disciplines along with architecture, theater, and the dance. In other words, aspects of all of the arts are interrelated.

Integrating the individual disciplines seems to be the major problem in structuring the course. Our approach to this problem is as follows: The historical setting and background are followed by religious and philosophical sketches of the era. We then study art, music, and literature separately. After each discipline of a specific era has been studied, we are then able to see basic concepts emerge which characterize man and his cultural patterns of this era. To bring all of the disciplines together, we use historical and time periods to divide the course into study units:

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Classical Greece and Rome _____ 500 BC to 500 AD
Middle Ages _____ 500 to 1300
Renaissance _____ 1300 to 1600
Baroque _____ 1600 to 1750
Romantic and Realism _____ 1750 to 1900
Contemporary _____ 1900 to present

As we study each historical period, we try to characterize the "whole man" within that period, showing how he has expressed himself philosophically and religiously. We include a study of some of the arts, literature, and music that he created during each of these periods.

Students do not have a textbook, but they are required to take notes and these notebooks are criticized each grading period for completeness, neatness, and additional research notes. This notebook comprises 1/5 to 1/3 of the course grade. Also, because of the lack of a text, mimeographed material is handed out from time to time when facts are needed which are too statistical to be given by lecture.

To supplement the course, many aids are used. Films obtained through the Third District Film Library at Western Kentucky University are of excellent quality and give good coverage of the various areas of the humanities. The University of Kentucky Film Library also has films available on rental basis. Slides owned by the school, primarily of art and architecture, are basically grouped according to historical periods and work well. There are some slides available through various agencies on a loan basis. Film strips of various aspects of the humanities are used. Some of these have accompanying records while others have a printed narration. The varieties are endless . . . music and literature, music and art, sculpture and architecture, etc. Records are used extensively in the form of collections or records by individual performers. Opaque and overhead projectors provide for observation of works in books or those works of art in which specific details need to be brought out.

We have asked members of the community and other members of the faculty to be guest lecturers at various times. The Pupil Personnel Director has given some outstanding lectures on specific historical periods (his field was world history). Three religious leaders of the community (two Protestant and one Catholic) have talked on religions and man's views of religion. A church organist has demonstrated and explained the workings of a pipe organ; this included a visitation to one of the churches. Our principal taught a unit on one of Shakespeare's plays; the art teacher explained art terms and styles.

Class trips are sponsored to an art museum, a live musical performance, and one play.

To augment the course and to have students apply themselves to a portion of the humanities in which they are most interested, each student is asked to present a project each grading period. These projects may take many forms but must have approval before presentation. Some examples are a game based on the crusades, a working model of a sketch of Leonardo's machine gun, an ancient scroll containing quotes from the Middle Ages or a doll dressed in Renaissance costume. These projects serve the purpose of an added premium toward grade and encourage students to do outside work according to their individual interests.

From time to time we will have small group projects with four to six students working on a single project. Two examples are worthy of mention. One will be depicted in slides made from student's photos of the architecture of buildings and homes along with taped interviews concerning these historic places. Another will be on the 1960's. Using records, tapes, films, slides, magazines and art objects, students will present a picture of the period in a mass media form. We hope our studies will show that a common theme has generally regulated mankind's accomplishment. We believe man has always attempted to answer these questions: Who am I? Why am I here? What is good in life? How may I attain the good life?

The students also find that these are the answers that the youth of today seek. The humanities may help them find these answers. Certainly their lives will be richer for the quest!

Intro to the Social Sciences People and Culture

Robert Foster

Introduction to the Social Sciences: People and Culture, conceived as an alternative to the ninth grade civics course, has been taught on an experimental basis for the past three summers in the regular summer school program in Jefferson County, Kentucky. An on-the-job-training structure has been devised to test the objectives of the course, the methodology employed, and the materials used. The emphasis is placed upon the "new social studies."

In 1969 the course was taught by three teams of teachers, four in each team, at three centers located geographically in the western, central, and eastern sections of Jefferson County—Western High School, Thomas Jefferson High School, and Westport High School. Each team is headed by an experienced teacher versed in the various aspects of the "new social studies" and dedicated to a process of reviving a moribund social studies program. Young, new teachers are placed on the teams in each center to insure a stimulating mix.

The student mix is a volatile one. The range of abilities in summer school classes is unusually varied. Many of the students are weak readers who have poorly conceived self-images and others are hostile toward a formal learning situation. By traditional standards they are classified as "poor" students. However, some of the students are able and perceptive learners with stimulating minds, active imaginations, and argumentative skills. By any standard they are classified as "good" students.

The fact is obvious—a primary challenge for each team of teachers

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Mr. Foster is supervisor of social studies for Jefferson County Schools, Louisville, Kentucky.

is to provide experiences for students whose intellectual and emotional development varies greatly. Yet, with these heterogeneous groups, teachers have demonstrated that a positive setting for learning can be created for the benefit of these students. This positive setting is not provided by providence or accident but is built into the learning experience in a number of ways: by practicing a methodology related to known learning theory; by using the challenging materials of the "new social studies"; by relating current issues to that which is being studied and to the disciplines of the social sciences; by utilizing a multi-media approach to materials, with emphasis on audio-visual presentations; by designing testing procedures that attempt to measure individual achievement; and by creating an atmosphere for student acceptance whereby open-ended discussion can flourish.

Introduction to the Social Sciences: People and Culture is designed to introduce students to the fields of anthropology, sociology, political science, and economics. Man is studied from different perspectives; at times, the view is holistic, done in broad strokes and contours; at other times, it is penetrating and specific. While providing a framework for organizing factual information, the study goes beyond the classification and storage of data and attempts to deal significantly with attitudes and values. It is hoped that students who are required to use skills of investigation and analysis will develop the ability to look at themselves and at their culture in a more realistic and intelligent manner. The study aims also to provide alternative examples of thought and action to enable students to make better rational value judgments.

The teachers are involved in a process of group planning, group discussion and critique, demonstration and cooperative teaching, plus a great deal of individual reading and reflection. They teach the curriculum they write and write about the curriculum they teach—this fact is central to the entire structure. The curriculum product is forged in the classroom furnace with students supplying the necessary heat to mold the ingredients into tempered tools. The tools are units of study that serve as models for teaching the course; however, it is not intended that these units be taught in a rigidly prescribed manner but rather that they should be used as flexible tools as intended. Teachers may adopt the ideas and procedures to their particular interests and needs, and, in short, construct their own units and course of study.

The teachers who have enjoyed this rare experience of working with their colleagues in an intimate manner in an educational program they helped structure and design have begun a process of change in the social studies curriculum that shows great promise.

Biology for Terminal Students

Thomas E. Allen

BSCS–Special Materials (BSCS-SM) is more than just a biology course for terminal students. SM is the outgrowth of an intellectual conviction about the academically unsuccessful student. This program is based on the belief that the dynamics of learning are the same in all students. The essential premise of SM is that the academically unsuccessful *can* learn.

Too often in the past, the student who had not benefited from the traditional curriculum was believed to be incapable of learning. The blame was placed on some deficiency in his cultural background. The BSCS philosophy does not believe that a realistic program can be built to correct such a vague problem as a "culturally disadvantaged background." An important tenet in the BSCS philosophy is that the behavioral problems of these students can be identified and compensated for in classroom situations. Once the proper adjustments are made, learning can take place.

What are the problems? Although a long list could be formulated, the BSCS program concentrates on three traits considered especially prevalent in reluctant learners.

– *Poor reading* and a general unwillingness to attempt to learn through reading. The first question asked by a student this year was, "Are we going to have to do a lot of reading in here?"

– *A short interest span* accentuates the reading problem. The student

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who is not willing to read usually does not have the willingness to listen either.

– *Indifference* to classroom material makes motivation hard for the teacher. This student finds the class material irrelevant to life and boring. Yet he is willing to learn and enjoys learning certain things. He enjoys popular music and often has learned an impressive array of lyrics. He often understands enough about automobiles to embarrass us in our own ignorance. He is not disinterested in learning but disinterested in what we offer as information that *we* think is important.

A teacher's endorsement does not necessarily make science relevant to the student. No event in the 1960's epitomized the glories of science more than the moon walk. Yet, when interviewed at the Harlem Music Festival about the previous day's moon walk, one young man stated, "That [the walk] means nothing to me. This [the festival] is where it is happening. This is important." Such a statement would make a science-oriented listener shudder, but who can say that the lad is wrong. Relevancy is subjective. The moon walk had no apparent meaning to him, but the festival excited him. A biology course must also excite to be important to this type of student. But how does a teacher excite a student who has found not only science but almost all classwork boring.

The real contribution that the SM program has made to science curricula around the country is that it has accepted the student with these academic problems and attitudes and tried to solve them. The remainder of this paper will deal with the SM approach to meeting the academic needs of the heretofore unsuccessful student.

poor reading

The content, length and style of the readings show that the authors were most conscious of the students for whom they wrote. The sentences are simple and direct. The readings are usually not over two or three paragraphs long. Most important, there is no excess verbiage. Words lead directly to action. Immediately following the reading, an experiment begins concerning the topic of the reading. By this arrangement of material, the student is shown the direct correlation between reading and the experimental activities.

short interest spans

One of the most rewarding experiences of teaching the reluctant learners in this program is to observe the evolution of the students. They go from the above-mentioned question, "Are we going to have to do a lot of

reading?" to the query from every second or third student who enters the room, "What are *we* going to do today?" They become cognizant of the activity-oriented nature of the class. They learn to expect anything.

The bulk of the activities will be non-verbal, ranging from experiments to the production of collages. The verbal activities will range from discussions of the significance of data or graphs to debates between groups that acquired conflicting data from the same experiment.

The effect that such activity and student involvement have on this type of student is truly remarkable. He becomes interested in his own work and openly complains about lack of class time to complete his experiments and projects. Because of the physical involvement associated with experimentation, boredom disappears. A few years ago, the school psychologist doing a study on the effect of SM on the learning behavior of terminal students interviewed my class. He reported later to me that students in varying ways expressed genuine intellectual stimulation. Typically, one student stated, "You don't have to listen to an 'ole' boring teacher. In fact, we don't even need a teacher. We teach ourselves by experiments." What a compliment to a program! The student became so involved that the teacher appeared to be superfluous.

student indifference to classroom materials

How is a body of knowledge made relevant to real life for a student? Do you remember the conversation of the two boys in Somerset Maugham's *Cakes and Ales*? In the story, one boy makes the statement, "I believe that the earth is round, but I *see* that it is flat." The educator might ask, how do you get him to *see* that it is round, but even more importantly, care that it is round?

The SM program has an approach to get the reluctant learner to care about the biology he studies. The delineations of the phyla and the detailed memorizations of parts of typical members of each phylum disappear from the text. The text is very simple in construction. There are only five basic concepts to be mastered by the student. Through experimentation which builds one step at a time, the student is taken through the world of ecology, cell physiology, reproduction, heredity, and evolution. He is asked to master only these core concepts. More importantly, he is asked to master them through the experiments and techniques that he has employed to gather data and make inferences. It is hoped that through this sensory contact with knowledge, the information so acquired will be incorporated into his storehouse of usable knowledge.

That such a result actually takes place is hard to demonstrate, but I can cite one example which gives real hope. Recently I noticed one of

my students intently working on an experiment. As he worked, I walked over to him and said, "Jim, you look like you're enjoying this experiment." His answer was most heartening, "Yes, sir. I like all the experiments. How come no one ever showed us before how to learn by experiments?"

The success of BSCS-SM is completely dependent upon the teacher who conducts the course. The teacher must build a framework of trust and respect of the student for his own abilities. The teacher is a constant source of encouragement and reinforcement for the student. After the proper teacher-student relationship has been established, the SM program becomes the tool for producing the achievement that the student now believes is possible. An effective tool it is! Effective because the classroom materials are constructed to circumvent the academic problems of the student which have so long stamped him with the title of SLOW LEARNER.

Trojans and Wild Horses School-Wide Physical Fitness

Ruby Stephens

The sounds coming from the Monticello Independent School gymnasium and playground from 8 a.m. to 3 p.m. Monday through Friday, September to June, tell us that something exciting is happening here.

> *Children, youth, and adults are involved with movement—getting their bodies into action. Boys and girls and men and women during various stages of life engage in running, jumping, walking, climbing, skipping, throwing, and leaping. Their bodies are activated in rhythms, games, stunts, exercises, and sports. Movement offers human beings an avenue for fun, recreation, physical fitness, sociability, release, expression, communication, exploration, and healthful growth. Movement is a medium for educating people in regard to their physical, mental, emotional, and social development.*

With this philosophy of physical education, we at Monticello Independent School believe its value to the total development of the child is worth the time, money, and effort spent.

Our program in physical education includes children in grades one through nine with an advanced program for grades ten through twelve. The program is geared to helping the child understand himself as a part of the society in which he lives, develop skills and techniques to meet a variety of situations, face reality, make decisions after carefully weighing factors pertinent to the situation, and finally, accept responsibility for his decisions.

Mrs. Stevens is supervisor of Monticello Public Schools, Monticello, Kentucky.

Instructors keep yearly records on each child in the program.* These are passed on to each instructor and a cumulative folder is kept up to date. The seven item physical fitness test, recommended by the President's Council on Physical Fitness, is given at the beginning of the year to grades four to eight. Activities include periodic examination, identification of pupils with correctable orthopedic and other health problems, posture check, referral of pupils with acute health problems to medical authorities, height and weight measurements interpreted in terms of individual needs, and identification and referral of obese, underweight, or malnourished children. All of this information is used to develop a fitness program to meet the needs of each child.

Each child is required to be fully dressed out in uniform. If the family can afford it, the child purchases his own uniform; otherwise, a uniform, purchased with Title I funds, is issued to him, to be returned at the end of the school year. Each child participates with his own age group and grade level.

Primary children are taught the basic motor skills, enabling them to learn coordination of mind and body as one working unit. These children are expected to acquire such specific skills as catching and throwing, running, hopping, skipping, jumping, walking on a balance, swimming, responding in rhythm to music, performing simple stunts, and knowing how to use climbing apparatus.

The program for pupils in intermediate grades focuses on participation in more vigorous exercises; attaining and maintaining correct posture; knowing how to play individual and dual games; developing skills in catching, throwing, batting, controlling large balls, climbing, chinning, tumbling, rhythmic games, and swimming; and learning rules and skills in such competitive games as volley ball, baseball, tennis, track, and speed ball.

These skills are continued and improved on in junior high with increased emphasis on developing basic skills, warm-up exercises, and competitive and rhythmic games. Skills are corrected and improved on in the advanced classes with more emphasis on competitive sports and games such as tennis, golf, tag football, volley ball, and rhythmic games.

The President's Seven Item Physical Fitness Test is given again at the end of the year and the President's Award is given to all children who pass the national norm for their age group. A flexible outdoor-indoor schedule is maintained throughout the year.

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*An article describing data processing of physical fitness testing in the Louisville Public School system appears in *New Directions: New Dimensions, Elementary Education in Kentucky*, 1970.

Toward Resequencing and Strengthening

Revised Science Curriculum at Villa Madonna

Sister Mary Christopher Bertke, O.S.B.

For many years, the traditional division of the high school science curriculum into biology, chemistry, and physics was satisfactory, but this no longer seems to be true. I was teaching the three sciences in the usual sequence and found myself becoming very frustrated because it all seemed so backwards. To properly understand many of the concepts in biology, such as photosynthesis, glucose oxidation, protein synthesis, and many others, it was necessary to have a grasp of some of the basic concepts of chemistry and physics. And, chemistry is much more understandable if certain concepts of physics have been mastered.

One way of meeting the problem would have been to reverse the sequence completely, except that many students would then leave high school with no knowledge of life science since only two credits in science are required for graduation. In September, 1966, we decided to try two things at Villa Madonna Academy: we took twenty of the sophomores and put them into a course called Science I—a combination of physics and chemistry; and we switched the biology-chemistry sequence for the remainder of the sophomore class, giving them chemistry as their first science course to be followed by biology in their junior year. Both solutions to the problem were partially successful, but the Science I program seemed to be more logical.

In March, 1967, two science teachers from Villa Madonna Academy,

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Sister Mary Christopher is science teacher at Villa Madonna Academy, Covington, Kentucky.

Sister Maureen Ceboll and I, met with Sister Emily Feistritzer, Holy Cross High in Latonia, and outlined what we thought was a logical presentation of topics, beginning with the study of electricity. We decided on an historical approach to allow the students to see "science in the making!"

When I began to compile a set of notes to be used during the following school year I quickly discovered that the really logical place to begin the study of science was where science really began–the ancient Babylonians and astronomy. The following order of topics was decided upon and the course was introduced at Villa Madonna Academy and Holy Cross High in September, 1967.

I. Astronomy–historical development and present day knowledge

II. Motion–Galileo and Newton–Law of Universal Gravitation

III. Measurement, scientific notation, direct and indirect proportions and their graphs, energy and its propagation, work

IV. Historical development of electromagnetic theory–Thales, Gilbert, Dufay, von Kleist, Cavendish, Coulomb, Galvani, Volta, Ampere, Faraday, Maxwell, Hertz, Marconi

V. Historical development of atomic theory–from Democritus and Leucippus through alchemists and such men as Priestly, Lavoisier, Proutst, Dalton, Guy-Lussac, Avogadro, Faraday, Crookes, J. J. Thompson, Millikan, Goldstein, Roentgen, Becquerel, Rutherford, Planck, Lenard, Bohr, Sommerfield, – up to quantum numbers.

VI. Chemistry as presented in CHEM STUDY

Science II begins with the study of the world on which we live–geology. Theories concerning the origin of life are then considered. After this, the ordinary topics of biology, such as those presented in any high school text, are taken up. This has been offered at Villa Madonna in '68-'69 and '69-'70.

Science III was offered for the first time at VMA during the '69-'70 school year. Since many of the topics ordinarily covered in a physics course were presented in Science I, different topics were offered for each of the four quarters, with the students signing up by the quarter.

1st Quarter

Topics in Physics I
Topics in Chemistry I
Independent Study

2nd Quarter
Topics in Physics II
• Independent Study

3rd Quarter
Genetics
Independent Study

4th Quarter
Ecology
Current Science

Two of the most significant features of the Science III course are the fact that the students are doing independent study on topics such as lasers, hormones, sleep, scientific advances and their morality, etc.; and the fact that there was a 100% increase in enrollment in the senior course this year. In former years, only the best students took the physics course, but this year a real "spectrum of intelligences" are enrolled in Science III. I find this most encouraging!

At present, Sister Emily and I are re-working the present set of notes, adding more experiments and amplifying some of the sections. We then intend to add a section dealing with applications of the material to every-day life (TV, radio, telephone, phonographs, dry cells) and a section on acids and bases, if possible. Another "straw in the wind" right now is an attempt to work out an elementary science program to pick up the topics that are not given as thorough treatment in biology as they formerly were. Included in this would be taxonomy, tree structure, and some dissections.

It is too early to judge the success of our program with objective criteria, but the increased enrollment in Science III as well as the many times we have heard from the biology students remarks such as "How did you ever teach the process of photosynthesis to students who did not know about electromagnetic waves and atomic structure?" are two strong points in our evaluation of the revised science program.

Building a Strong Art Program

Margaret Merida

It is difficult to build a vital, strong, popular Art Department in a public high school. Two initial criteria must be met if such a program is to be developed. An art program is an expensive program requiring expensive equipment and a variety of quality art materials. Art programs necessitate large studio type rooms with special electrical wiring for kilns and electrical appliances of all sorts. Sinks are essential. Adequate storage cabinets for materials and student work are vital. A continuing source of funds for materials and equipment repair and replacement must be guaranteed. If these physical requirements can be implemented by the combined efforts of teachers, administrators, and supervisors, the setting is ready for the growth and development of the art program.

The second criteria is often seen as the simplest to fulfill. We tend to find it the most critical and the most difficult to insure. Well-trained, enthusiastic, gifted, concerned teachers are demanded in any area of the curriculum if successful programs are desired. An art teacher must have these qualities but, in addition, he must also be involved in any art activities of the community that interest him. He should have a good sense of quality in evaluating art images. He must believe in the need for and the validity of his program. He must be a fighter and he must be endowed with extraordinary energies.

We at Durrett have been able to develop a successful art program

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Mrs. Merida is Chairman of the Art Department at Durrett High School, Jefferson County Public Schools, Louisville, Kentucky.

because we have been increasingly successful in fulfilling these two requirements. We have been able to maintain a stable staff of four teachers who try to meet those qualifications we have established. These teachers have worked many long hours in cooperation with supervisors and our own school administration in attempting to improve the physical facilities for our art program at Durrett High School.

Excellent staff members and good facilities for art instruction are still only beginning steps in building an art program. What and whom do you teach? The kinds of answers devised for these questions determine the ultimate success of your program. For many years art education has operated under a stigma. Art has often been represented as an area in the school curriculum that has no content or formal structure. Any students could enter at any grade level and leave at any time and the teacher was expected to insure creative experiences for these people for the duration of their stay. And creative experiences often meant undisciplined dabbling or out-right waste of materials. How often does one remain involved with something that appears to have no content, no built-in steps to climb, and no standards for personal evaluation of excellence?

To counteract this attitude about art we at Durrett wrote a very brief curriculum in 1965 outlining essential areas of concentration for each grade level. As a student moves from one grade level to the next his art experiences becomes more complicated and seem to depend on last year's work. Student work is kept so that individual growth can be observed. Jefferson County has a tentative curriculum guide for art that one of our department members helped to write. Our philosophy of structuring the art curriculum is in accord with the philosophy of this curriculum.

Each unit of work in our curriculum is planned to give the student studio experience in dealing with fundamental artistic concerns. A graphics unit doesn't just involve "how-to-do-it" in printmaking; the teacher will discuss the different qualities of each print medium and encourage the student to fit his image to the most suitable medium he can handle. A sense of the history of graphics will be presented and the student will be asked to look at actual prints in a current museum or gallery exhibition. The student will compare his own work in a medium to the results of a master. He will learn techniques to improve his own work, but he also will gain a sense of appreciation for the accomplishments of the professional artist.

In a painting unit the student will not just tell a story in paint. He will be encouraged to understand that painting is both story and formal order of painterly elements. A painting most successfully tells a story

when all aspects of the painting, color, line, shape, etc., work together to convey the artist's message.

Occasionally one of our teachers will plan a unit built around a theme which may include experiences in a variety of media. By this thematic approach the teacher hopes to have students respond to areas of life experience through an artist's medium. Some themes we have used are "The City in Art," "The Portrait," and "Horror in Art." Each of these themes is enriched by a brief art historical survey. Students are expected to do weekly sketches that relate, if possible, to their current studio work. Three written museum reports are required every grading period. Frequently a written analysis of specific images will be required to strengthen understanding of studio work. Teachers frequently use films, slides, reproductions, and field trips as further enrichment activities for classroom projects.

We offer at Durrett the traditional drawing, painting, and sculptural media. We also have an elective crafts and ceramics course for seniors. Design is taught as a preliminary to a craft technique. We are proud of our work in textile decoration. Printmaking is especially strong at Durrett.

Having established a strong, well-structured curriculum, the next step is recruiting and grouping students. A successful program will sell itself once it is established, but initially the teachers must make many and frequent personal attempts to interest students in the art program. We established in 1965 two types of art classes: general art classes for students unknown to us and for the student of average interest or ability; and special classes for the talented or extremely interested student. We felt we could more adequately instruct art students by separating students into these two categories. A talented sudent will give more if the class challenges his abilities and an average student must experience success in art if his interest is to be maintained. A student has to be recommended for these classes by one of our four teachers. Beginning in the seventh grade, general art students who show interest or ability are encouraged to take the special elective eighth grade art. Unlike general seventh and eighth grade art, special eighth grade art is a full year course. Any student with special promise or interest is encouraged to continue taking art in high school. A student may move from general to special art at any time provided he has a teacher recommendation. Our high school program now consists of the following classes: General Art I, General Art II, Special Art I, and Special Art II. Our art I and II programs are grouped so that a special highly motivated group of students are kept together and students of more general interest are placed together. Each year our advanced classes become larger and we will soon need another teacher to help us handle the increasing numbers.

Is such a large facility for art instruction in a public school justified in our modern, scientific age which emphasizes space travel, chemical warfare and air pollution? Student interest at Durrett would indicate that students find in the artistic process some alternative that is personally valid. We feel that by allowing the student to explore his own unique identity through the artistic process, we offer him some defense against so much of twentieth century life which seeks to homogenize all of us. In our art rooms artistic discipline and structure exist, but they form the framework for a student's exploration of himself.

Sequence in English

Fred Allen

Believing that deficiencies in written expression cause more problems than any other area in communication in post-high school endeavor, the English faculty at Bardstown is establishing a dynamic and challenging composition program to combat this situation. Our methods are three-fold: (1) diagnosing and mastering student problems in grammar and usage, sentence structure and style, punctuation, and mechanics of language; (2) offering a variety of writing experiences; and (3) integrating skills into the student's total writing environment. The strength of our program rests in its thoroughness, continuity, and variety.

Diagnosis of specific writing problems takes the form of a test in which approximately one hundred problem areas are defined. Results of this test tell the student how much or how little he knows about the particular problem; the test also indicates the frequency and the relative difficulty of the problem. By recording the test results on a simple chart, the student can then determine the need and order in which he should study to correct his deficiency. These areas are numbered so that the instructor can call attention to an error on a composition by number; the student can then study for mastery. This two-fold approach to problems allows for both student and teacher diagnosis.

To correct a deficiency, a student may choose one or several methods. He may use programed card exercises; he may refer to exercises in a

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reference set of grammar and usage texts; he may do group study with students having similar problems; or he may choose a composition assignment in which his particular problem area is presented many times. This last choice must have the consent of the instructor as to evaluation, since a certain amount of distortion may occur while emphasizing a certain structure.

Provision is made for testing for mastery every two or three semesters as needed or as desired by student or teacher.

At least five practices are necessary if this procedure is to be successful. (1) Regular periods (25-30 minutes) must be set aside during class time for the student to correct his deficiencies. (2) A record folder in which diagnostic and mastery scores and records of study are kept must be available and kept up-to-date by the student. (3) A minimum number of areas to be studied for each semester or year must be established to insure continued improvement. This is generally not a problem since most students, working at their own rates and given adequate time, will exceed the minimum. (4) The teacher must adopt the numerical system corresponding to the tests when grading compositions. At first this increases slightly the time needed for grading, but soon the numbers become as easy to use as the standard symbols and are infinitely more meaningful. (5) The teacher must insist, through careful checking, on the student's correcting the deficiencies marked on compositions; when he is satisfied that the student has employed enough time and materials for correcting the problem area, the teacher, through evaluation, must place greater stress, and if necessary greater penalty, on areas already studied. Again the record folder makes this easy for teacher or for group checking. Unless these practices are followed, the program is very susceptible to a fatal de-emphasis on the study of structure, style, and mechanics.

Correct structure, style, and mechanics are of no value if there is no content. We strive to have the student write on the greatest possible variety of topics and to use as many methods of development as possible.

When our students come to us as ninth graders, they will have previously completed one or two years of formalized composition study utilizing a programed approach which emphasizes fundamentals and concept development. By the end of the junior year the student will have completed at least fifty specified units, each of which emphasizes a fundamental skill of good writing: critical thinking; purposeful structure of the sentence and the paragraph; effective word choice; and awareness of the power of metaphor, style, and voice in transmitting images and ideas to a reader. These sixteen or so lessons each year (approximately one every two weeks) are mandatory and take priority over all other class

activities. They are scheduled in different ways, as meets the demands of the course of study, but they must be completed.

This series of compositions emphasizes the learning of writing through ideas and works from a model selection of good writing. The following are typical of the units studied:

Create Sensory Experiences
Vary Your Sentences
Control Word Meanings
Show Accuracy in Spatial Relations
Make Careful Use of Both Fact and Opinion
Control Your Information: Subordination
Develop Meaning Through Comparison
Increase Verb Density
Involve The Reader Through Allusions
Link Ideas With Transitional Elements

These units may or may not be independent of the literature assignments. While there is an excess of suggested practice exercises and composition topics inherent in each unit, many of the units lend themselves directly to compositions based on literary selections. The unit on spatial relations can be used by having the students describe the final scene as viewed by the victims in "The Lottery" by Shirley Jackson. Tennyson's "Locksley Hall" becomes the point of comparison with modern happenings in another unit. As you can see, these are not an added burden but can be integrated into the total English program.

After the student has completed these fifty units, we feel that he is ready to combine several methods into longer compositions developing several ideas. This is at the senior level. Here he takes his ideas from what he reads, and he writes themes about literature. Now the composition program takes its variety from critical writings: summary, character analysis, point of view in a literary work, imagery, analysis of prosody in poetry, and review or evaluation of a work of literature. This is not to say that he has not written themes of this type as an underclassman, but now they become recognized literary types. He is creating literature about literature; the next logical step is completely original literature. Thus our program has developed from the programed exercise in composition to variations on a given model; from there the writing becomes analytical and leads to creative writing. In our program, this sequence is of uttermost importance. Along the way the student has studied the models and mastered the rules. At the conclusion of his high school career, he must use these rules according to his own style, needs, and purposes as reflected by his writing environment.

Five Steps Toward English Relevancy

Constance Cameron

Two years ago when Westport English teachers met for the first time to discuss curriculum reform, few of us could foresee what direction change might take. We could foresee, however, the necessity of curriculum revision if our high school English programs were to keep pace with the knowledge explosion and the growing sophistication of the McLuhan generation—young people who had been exposed to the media and had got the message. Change was in order, and true to the spirit of the age of Aquarius, Westport teachers sought relevant change.

Our initial discussions of curriculum made it clear that instant relevancy was a myth. Consequently, we decided to spread our reform movement out over a five-year period, a period which would permit each new program to be tested thoroughly before implementation.

In addition, early in our discussions, we made what we believed to be two important decisions, one concerning goals and one concerning standards. We didn't want to throw the baby out with the bathwater; we wanted to conserve the best from the past. Therefore, we decided that all new course offerings should include comprehensive instruction in those arts which reflected the goals of the department: the art of clear thinking and the art of effective communication of thought. Moreover, we established minimum standards of performance for judging junior and senior students: the mastery of certain basic grammatical and mechan-

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ical skills; a fundamental competency in composition; and definitive critical reading abilities.

step 1 (1968-69): the literature program

Initially, curriculum reform focused on the literature program since both students and instructors had expressed great dissatisfaction with traditional offerings. Examination of the program indicated it had two major weaknesses: (1) prescribed readings did not reflect the maturity of student readers; (2) prescribed readings too often were diluted versions of the original texts, versions which students found vapid and meaningless when compared to the forceful literature of television and other media.

Consequently, as Step 1 of our reform program, Westport teachers recommended the following change in study for superior students: a broad survey of world literature for grade nine; American literature, grade ten; English literature, grade eleven. Under this program, seniors would be free to work with a variety of relevant readings, both classical and contemporary.

We further recommended that texts for superior students be chosen from paperback listings of single titles.

Meeting the needs of superior students, however, was only part of the revision set for that first year. New offerings were ordered for underachievers, whose progress in literature was hampered by an inability to work with the adopted texts. Once again we turned to paperback listings of readings that related directly to students' emotional and intellectual needs as well as to their vocabulary and comprehension levels. Moreover, since many underachievers are terminal students, readings were broadened to include newspapers and magazines, relevant sources for comment on contemporary issues.

In addition, the literature program for regular students was revised to include thematic approaches that would emphasize the continuity of ideas seen in the various stages of man's literary development. For example, a junior unit was planned around the readings of *Oedipus Rex*, *Hamlet*, and *Death of a Salesman*, noting the tragic elements which mark the human condition.

And, in recognition of the influence of television, we also recommended that all students study the literature of television. In addition to the critical analysis of TV drama, units also were planned for the analysis of news presentation and of the persuasive techniques used in advertising.

To extend further the scope of literary offerings, a course in the contemporary novel was added to the curriculum as a non-credit elective for juniors and seniors. (Beginning journalism, creative writing, and drama already were accredited electives.)

New Curriculum: Step 1 (1968-69)

	Regular	Superior
Grade nine	World Literature 1	Advanced World Literature
Grade ten	World Literature 2	American Literature
Grade eleven	American Literature	English/American Literature
Grade twelve	English Literature	English Literature/Selected Readings

Electives: Beginning journalism (credit)
Creative writing (credit)
Drama (credit)
Contemporary novel (non-credit)

Note: As the chart indicates, superior juniors and seniors, during the first year of this program, were given instruction on two levels to aid in the transition from the old programs to the new. This instructional doubling-up was unnecessary once the first year had passed.

step 2 (1969-70): the composition program

Since the new literature program needed to be in effect for two years before seniors would have a full elective option, Westport teachers turned to composition reform as Step 2 in the five-step program.

Initially, faculty members met in after-school sessions to explore the processes involved in writing, asking themselves such questions as "How do *I* plan a theme?" and "What steps are necessary before a writing can begin?"

Using our own experiences and understandings as a basis, we devised a composition program suitable for students on all levels of ability and maturity. Incidentally, we believe the best aspect of this program is that we personally tested it before presenting the material to students.

The composition unit requires a four to six weeks concentrated study of writing, recommended to be undertaken early in the school year. Chapters in the writing unit include an opening chapter which covers manuscript form, correction symbols, diction study, and the analysis of tone. The second chapter defines rhetorical terms, lists and explains steps in writing a theme, and demonstrates, in concrete form, the methods to be used in preparing a writing.

Although writing samples and exercises vary from grade to grade, the basic unit remains the same, providing harmony and sequence in writing instruction. Consequently, ninth grade students can expect to progress to the senior year employing, generally, the same rhetorical

terms and following the same rhetorical patterns. Once again, striving for relevancy in the work, all writing topics were related as specifically as possible to ideas of significance to students. For example, one suggested cause/effect writing topic for seniors asked "Why do teenagers smoke marijuana?" Probing both proximate and remote causes for this effect forced students to reason inductively to the fundamental causes for a most serious contemporary problem.

Because we believed that putting the writing unit into effect would constitute an enormous responsibility for teachers, no new electives were added to our program for the second year.

New Curriculum: Step 2 (1969-70)

	Regular	Superior
Grade nine	World Literature 1	Advanced World Literature
	Composition 1	Composition 1
Grade ten	World Literature 2	American Literature
	Composition 2	Composition 2
Grade eleven	American Literature	English Literature
	Composition 3	Composition 3
Grade twelve	English Literature	Selected Readings
	Composition 4	Composition 4

Electives: Beginning journalism (credit)
Creative writing (credit)
Drama (credit)
Contemporary novel (non-credit)

step 3 (1970-71): addition of electives and end-of-year examination

The composition unit was used with great success during the fall/winter semester of this past school year. As with the literature unit, however, we are giving it two years to jell. Meantime we have completed Step 3 of our revision program by moving closer to an elective system for juniors and seniors. Although English IV will remain a required course for one more year, next fall we will offer semester courses for credit in four new areas: basic drama, advanced drama, speech, and advanced journalism.

In addition, credit will be given for the first time to the contemporary novels course. All other accredited electives will remain the same.

Since our revised literature and composition programs will have been fully implemented by the end of the 1970-71 school year, we have planned an end-of-year examination to be given in May, 1971, to juniors. Based on examinations similar to those proposed for advanced placement ap-

plicants, the junior tests will measure students in terms of the department's stated goals and standards.

After the examinations have been evaluated, juniors will be offered, instead of the traditional English IV, their choice of nine weeks, in-depth electives for the senior year. The only limitation placed on the choice of electives will result from departmental recommendations for students whose scores indicate they need some specific instruction. For example, students whose scores show they require further composition instruction will be directed toward a nine-weeks elective in composition. Similarly, those students demonstrating deficiencies in critical reading skills will be encouraged to select a nine-weeks elective in reading. Even with these limitations, however, a student is assured of free choice of at least two electives during his senior year.

Furthermore, we have sufficient confidence in our revised literature and composition programs to believe that a majority of juniors will pass the end-of-year examination successfully and will be free to make all four elective choices on preference alone.

New Curriculum: Step 3 (1970-71)

	Regular	**Superior**
Grade nine	(as before–see Step 2)	(as before–see Step 2)
Grade ten	(as before–see Step 2)	(as before–see Step 2)
Grade eleven	(as before–see Step 2)	(as before–see Step 2)
Grade twelve	(as before–see Step 2)	(as before–see Step 2)

Electives: (all credit courses) Beginning journalism
Creative writing
Contemporary novel
Basic drama
Advanced drama
Speech
Advanced journalism

End-of-year examinations for juniors in May, 1971

step 4 (1971-72): senior electives

As we look forward to next year and Step 4, we anticipate the organization of those electives which will take the place of the traditional English IV offering. Following the pattern set by the excellent phase-elective programs in some Jefferson County schools and in schools across the nation, we expect to provide a rich variety of subjects for in-depth study.

While planning for these electives is still in its preliminary stage, one proposal under consideration would permit selected students to discuss

curriculum offerings with faculty members. Similar student-faculty curriculum discussions have proved fruitful in many schools.

	New Curriculum: Step 4 (1971-72)	
	Regular	**Superior**
Grade nine	(as before)	(as before)
Grade ten	(as before)	(as before)
Grade eleven	(as before)	(as before)
	End-of-year examination	
Grade twelve	Selected nine-week electives which will include all previously listed electives as well as at least one course in composition and one in critical reading skills.	

step 5 (1972-73): junior and senior electives

Step 5 will be set in motion in May, 1972, when sophomores will take an end-of-year examination similar to that planned for juniors. The following fall, electives will be offered on both the junior and senior levels with the same limitations of choice based on examination scores.

	New Curriculum: Step 5 (1972-73)	
	Regular	**Superior**
Grade nine	(as before)	(as before)
Grade ten	(as before)	(as before)
	End-of-year examinations (sophomore and junior)	
Grades eleven and twelve	Selected electives	

"There's many a slip . . ." We know this. Since we're only half-way through our five step program, we still have much to do, and perhaps some to undo. For example, we have left our grammar/mechanics program untouched; it may need revision. We have left the oral skills work as before; we may have made a mistake.* And, to our consternation, we have been forced to acknowledge that, if we're to remain relevant, our five-step program will have to be followed by another five-step program ad infinitum

Nonetheless, we're optimistic and concur with the sage who said: "I ain't what I ought to be, and I ain't what I want to be, but I'm better than I wuz."

*We did not consider the possibility of year-round school; we now must do so.

Individual Scheduling for Math

Leestown Math Department

"Math is boring." "I don't get this New Math." "Every year we begin with whole numbers." "We studied that last year." "100% junk." "I don't know what to do in my second hour class. Some of my students can't add, yet others are ready for fractions." "Could I be transferred to another class? This work is too hard for me." "How can I keep two or three programs going at one time in my class?"

Two years ago these comments by students and teachers could have been heard at any given time at Leestown Junior High School. In spite of the fact that Leestown had three-track grouping within each grade level, the students were dissatisfied and the teachers were frustrated trying to meet individual needs in the classroom. It was at this point that the inadequacy of the existing program in mathematics became painfully evident to the staff. They began to identify their problems and to seek solutions.

An initial study showed a great diversity in the intellectual, social, and economic backgrounds of the students. Leestown draws from four elementary schools, the rural and urban areas, children of the unskilled and professionally trained people, the black and the white community, plus all levels of the intellectual scale. This research also showed that the three track system did not afford enough students the opportunity for learning at their achievement levels.

Leestown Junior High School is in the Fayette County School System, Lexington, Kentucky.

The first step in correcting the situation was to provide new levels for instruction according to the weaknesses in students' mathematical skills. This was accomplished by disregarding grade levels for seventh and eighth grade students and organizing all classes according to the particular needs of the students assigned to each level. The following groupings were developed:

7th and 8th Grade Math

Section I

Algebra I

Students in this group have a solid foundation in general mathematics, have made the required algebraic aptitude score, and are recommended for algebra by the teacher.

General Math I

These students have all their basic skills in whole numbers, fractions, decimals, and per cents. They also have done well on their algebraic aptitude test, but have fallen short of the higher score set for algebra. Instruction in this class begins with practical applications of fractions and per cents, with particular stress on algebraic procedures.

Section II

General Math

These students do not have a solid foundation in general math, but do have the potential for algebra in senior high.

General Math–A

These students have skills in whole numbers, decimals, and fractions but need per cents. They have done well on the computational diagnostic test. Instruction in this class begins with a review of skills. This level parallels General Math I with the addition of a depth study of per cents.

General Math–B

These students have skills in whole numbers and decimals but need instruction in fractions. This class reviews whole numbers and decimals but studies fractions in depth.

General Math–C

These students have skills in whole numbers and fractions but need instruction in decimals. This class reviews whole numbers and fractions but receives instruction in depth in decimals. Students in general Math–B and General Math–C have essentially the

same ability, but group B has not had fractions and group C has not had decimals.

General Math–D

These students have skills in whole numbers but need instruction in decimals and fractions. This class reviews whole numbers and begins instruction in depth with decimals and fractions.

Section III

General Math–E

These students have skills in addition and multiplication of whole numbers, but they have some difficulty in subtraction and cannot divide whole numbers. Instruction covers the four fundamental operations of whole numbers. Special attention is given to regrouping and zero problems in subtraction. Division is taught in depth.

General Math–G

These students have little understanding of our number system. Instruction begins with the basic structure of our number system. The four fundamental operations are taught in depth.

9th Grade Math

Section I

Unified Geometry

These students have successfully completed Algebra I.

Algebra I

Students who have a solid foundation in general mathematics, have made the required algebraic aptitude score, and are recommended for algebra by the teacher make up this nongraded class.

Section III

Vocational Math

These are students who may never take algebra but who have some competency in their basic skills and could profit from a new approach to general math. Instruction covers all topics contained in the general math curriculum, but these units are taught in a business context.

Personal Math

These are students who have many needs in basic skills and can profit from emphasis on math in everyday life. Instruction in this

section follows the approach of the Vocational Math, but the topics are not studied in depth.

A set of criteria for placement in these groupings was established, and included were the following tests:

Otis Lennon Mental Ability Test–given in the Fall to all third, fifth, and seventh graders in accordance with the school testing program.

Stanford Achievement Test–designed to measure grade level achievement in computation, concepts, and applications in mathematics, this test is administered to all seventh and eighth graders at Leestown, while the incoming seventh grade class is given the test in the elementary schools.

Diagnostic test in computations and applications–given in May to all general math students in the sixth through ninth grades.

Survey Test of Algebraic Aptitude–California Survey Series–given at the end of the school year to all general math students in the seventh through ninth grades, this test measures knowledge of percents and elementary geometry, plus capability for abstract reasoning.

The most important criterion for placing the next year's eighth and ninth graders is now considered to be the judgment of the student's current math teacher. In order to place the student in a situation in which he can be challenged and also be successful, this teacher needs to study scores of his tests and his classroom performance. Therefore, a cumulative record of the student's test scores is kept on a math card. The diagnostic test results–recorded in four sections, covering operations on whole numbers, common fractions, decimal fractions, and applications–provide the necessary information to guide the teachers in determining the student's placement in the groups for Section II and Section III, 7th and 8th grade.

Because incoming seventh graders are unknown to the teachers making the placements, more emphasis must be placed upon the test results for this group of students. The teachers of ninth graders make recommendations for their students' senior high math.

Since all other subject areas are grouped heterogeneously, the math classes can be scheduled first. Different levels are taught each hour to facilitate changing a student's schedule to better meet his needs. A common planning period for math teachers is most beneficial.

Prior to the implementation of this program, the three-track system tended to stereotype a student in that he usually remained in a section throughout his schooling. After the first year of the new program, it has been found that 11.6% of the students formerly scheduled in Section III

are now in Section II (10.3%) and Section I (1.3%). Teachers have observed an improvement in both class discipline and attitudes.

	1968-1969		1969-1970		
	Enroll-ment	Per Cent	Enroll-ment	Per Cent	Change
7th and 8th Grade					
Section III					
General Math G & E	115	15.2%	103	11.5%	–3.7%
Section II					
General Math D	76	10.0%	182	20.3%	+10.3%
General Math C	57	7.5%	56	6.2%	–1.3%
General Math B	66	8.7%	55	6.1%	–2.6%
General Math A	133	17.6%	158	17.6%	0.0%
Section I					
General	33	4.3%	33	3.6%	–0.7%
9th Grade					
Section III					
Vocational, Personal	106	14.0%	55	6.1%	–7.9%
Section II					
General	85	11.2%	135	15.1%	+3.9%
Section I					
Algebra*	65	8.6%	98	10.9%	+2.3%
Geometry	18	2.3%	18	2.0%	–0.3%
Total	754#		893#		

* Enrollment in Algebra includes both the 8th and 9th graders.
# Total enrollment figures do not include the two sections of Special Education.

INDIVIDUAL STUDENT RECORD

NAME _____

	Score	Date
I.Q.		
I.Q. (7)		
Alg. Apt.		
Sci. Apt.		

Math Placement Grade

7		
8		
9		

	6	7	8	9
Whole Numbers	7			
	6			
	6			
	6			
Fractions	7			
	6			
	6			
	6			
Decimals	7			
	6			
	6			
	6			
Word	25			
Total	100			

Stanford Achievement **D.A.T.**

	6	7	8	9
Measuring				
Spelling				
Lang.				
Arith. Comp.				
Arith. Conc.				
Arith. App.				
Social St.				
Science				
Battery Medium				

Toward Greater Choice

Limited English Electives

Carol Mahoney

Though electives programs are certainly not revolutionary in today's English curriculum, the English department at Ahrens Vocational Technical High School has felt some surprise and relief at having introduced electives into a curriculum necessarily restricted by rather inflexible scheduling. At a trade school three-hour vocational shops and cooperative job training leave little room for juggling time schedules. Our English department has thirteen members, eight of whom entertain a lively interest in and a sincere conviction about the motivational value of an electives program. Faced with scheduling problems, we followed the "bend rather than break" policy and adapted our proposed program to the established school framework. Teachers interested in the cooperative effort asked to be given classes of the same grade and level during at least one period of the school day. As six of our English teachers were given a class of general level eleventh grade students during the same hour, our program demanded little front office paper work.

The design of the program is quite simple. We divided the school year into three twelve-week blocks, the first section set aside for instruction in English fundamentals and for careful counseling of all students involved in the electives program. In determining the list of elective offerings to be submitted to the students for the other twelve-week blocks, the English teachers drew up a list of areas in which we felt there lay the

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Miss Mahoney is English Chairman at Ahrens Vocational Technical High School, Louisville Public Schools.

greatest teacher talent and student interest. Out of thirteen possible choices, students were to select four, with the assurance that their first two choices would be satisfied if at all possible. Students were encouraged to consider their needs as well as their interests, and the majority chose wisely. Courses chosen most often included: COMMERCIAL TELEVISION IN THE CLASSROOM, HUMANITIES: ANCIENT GREECE, THE LANGUAGE OF PERSUASION, AMERICAN HUMOR, THE AMERICAN NOVEL, SHAKESPEARE FOR YOUNG PEOPLE, FUNDAMENTAL ENGLISH, HISTORY OF THE ENGLISH LANGUAGE, and READING FOR ENJOYMENT. In addition to these offerings, we have five students doing independent studies that vary greatly according to student interest. For example, one art major is reading poetry from American literature and illustrating the works he most enjoys.

Funds for paperbacks necessary in our project have come from supplementary book funds though several of our offerings–COMMERCIAL TELEVISION, AMERICAN HUMOR, READING FOR ENJOYMENT, INDEPENDENT STUDY–require no class sets of supplementary books. The organizational work involved in the electives program is not extensive and is surely worth the extra effort. But a prerequisite for success in an electives program is student enthusiasm–enthusiasm that can be generated by short, accurate, and lively course descriptions; by individual consultation with each student participating; and by the definite assurance that the final electives choices are made by the student.

We hope to expand our program next year to include at least one electives period for each grade level as both student and teacher responses to our program have been rewarding. Though some evaluations of our program have been more eloquent, none have been more encouraging than one junior's comment: "New English is no drag."

The explanation of the program and of courses offered was accomplished by the following "memo":

TO: ALL ENGLISH TEACHERS,
STUDENTS IN JUNIOR ELECTIVES PROGRAM
FROM: JUNIOR ELECTIVES COMMITTEE
SUBJECT: COURSE DESCRIPTIONS
DATE: OCTOBER, 1969

A limited electives program on the eleventh grade general level has been introduced into the English curriculum. Teachers involved in the program (Mrs. Habich, Mrs. Smith, Miss Collier, Miss Mahoney, Mr. Nichols, and Mr. Downs) feel that students may derive more benefit from courses they have chosen themselves. Though only two twelve-week courses are possible in each student's pro-

gram, those participating in the project are asked to choose four classes. If at all possible, students will be assigned to those courses indicated as first and second choices.

After careful readings of the course descriptions and individual conferences with their teachers, students should list, in order of preference, the courses they would like to take. Students indicating no choice will be assigned to classes that have not been filled.

1. COMMERCIAL TELEVISION IN THE CLASSROOM

Do you enjoy watching television? Do you ever wonder about what happens behind-the-scenes at a television studio? If so, you'll be interested in the study of Commercial Television.

Programs will be viewed at home to determine type, timing, audio and visual aids used, impact, and value. Short scripts and commercial messages will be written. Some of the production aspects of television—the role of the director, producer, and technical advisers—will be studied. All skills learned will be applied toward actual classroom presentations of programs written and produced by students. Students will become more aware of the possibilities and limitations of television, visit a local television station, and hear guest speakers involved in television production and performance.

2. HUMANITIES: ANCIENT GREECE

How would you like to pass through a time tunnel? Join the group which will be flashed back to the world of Ancient Greece. Take your place beside the other athletes in the Olympic Games. Join Jason and the Argonauts for their adventures. Creep stealthily into the Trojan Horse. Hurry! The journey will begin soon.

3. THE LANGUAGE OF PERSUASION

Why are men's clothes becoming feminized, Why do children like cereals that crackle and crunch? Why does a housewife buy 35 per cent more in the supermarket than she intends to? How do psychologists use their knowledge to sell both products and ideas? This study will examine the ways in which we are persuaded both as consumers and as citizens.[1]

4. AMERICAN HUMOR

What makes America laugh? This course will include study of American humor from its development in the tall tales and early folklore to its sophisticated expression in modern humor and satire. In addition to class readings, student activities will include comic skits, taping of comic monologues, organization of cartoon displays, reports on the biographies of famous American humorists, and short comparative studies of British and American humor.

5. AMERICAN NOVEL

If you enjoy reading, you will appreciate this course in the novel as a literary form. Included in the study are *To Kill a Mockingbird, The Red Badge of Courage, The Bridge of San Luis Rey, Billy Budd, The Ballad of the Sad Cafe, A Death in the Family,* and *Main Street.* The novels are relatively easy reading with the exception of *A Death in the Family.* It does have some difficult passages, but they will be carefully covered in class by the teacher. The work pattern will be as follows: (1) Short, factual tests will be given at intervals; (2) On several of

[1]Vance Packard, *The Hidden Persuaders.*

the novels students will submit a written report; (3) Dramatizations of portions of the novels will be made by those students interested in doing them. No ORAL book reports will be required.

6. SHAKESPEARE

What is your pleasure? Comedy? Intrigue? Beautiful places and exciting people? Welcome to Shakespeare's world.

The course will include a general study of Shakespeare's life and times, of the conventions and characteristics of the Elizabethan theater. Students will read one comedy, one history, two tragedies and selected Shakespearean sonnets. The course will focus on Shakespeare's treatment of youth as reflected in the character of a passionate and determined Juliet, an indecisive and agonized Prince Hamlet, a clever but frequently roisterous Prince Hal.

7. HISTORY OF THE ENGLISH LANGUAGE

Do you want to make it with language? Do you want to be "in" on the "in" words? Do you want to astound your friends with your "know-all?"

Slang, dialects, synonyms, antonyms, affixes, etymology—you think it up and we'll put it into words, words, words.

A word is dead
When it is said,
Some say.
I say it just
Begins to live
That day![2]

8. FUNDAMENTAL ENGLISH

Hang on to your job and your money! Be successful as a housewife, businessman, just anybody.

This course in practical English will include spelling, vocabulary, letter writing, writing of job summaries and applications, work in punctuation and capitalization, use of the library, use of telephone, and exercise in filling out forms, checks and deposit slips. Other helpful activities of interest may be included at your request. Students in the business education department will not be given the option of taking the course as business English is required for them.

9. AMERICAN NON-FICTION

The class will study biography and autobiography and the essay as art forms.

10. INDEPENDENT STUDY

Though very few students will be capable of an independent study, some may appreciate the opportunity to pursue their own interest with a maximum of freedom. The student will choose an adviser who will help him select a topic to research. An extended summary of findings, complete with sources, will be supplied to the teacher at the conclusion to the work. If the student elects to do a creative study, the nature and number of assignments will vary.

Words! You can't live without them!

[2]*Emily Dickenson, "A Word."

11. FUNDAMENTAL COMPOSITION

Is a composition class your Waterloo?

This course may be your best reinforcement. Beginning with exercises in writing clear and concise descriptive sentences, the course will go no further than instruction in the paragraph. Unity, coherence, parallel structure, consistent physical point of view, and purpose—the logical aspects of writing—are the areas of focus.

12. READING FOR ENJOYMENT

What? You've never read a whole book before? Perhaps this course will help you to do just that. Students will be allowed to read what pleases them for the most part; teacher direction will be minimal. All students who actually read during the entire class period will be eligible for full credit if they have read with comprehension. The teacher will merely suggest selections that are appropriate for the student's reading level and interest. Students' comprehension will be determined by private, oral conferences with the teacher.

13. SURVEY OF AMERICAN POETRY

Poetry for Pleasure? Yes, it is possible.

In addition to individual readings of American poetry, the course will include dramatized versions of narrative poems, recorded deliveries of dramatic monologues, fun with limericks, quatrains, and nonsense verse. Students will also hear and sing ballads; one of the most popular of poetic forms is the folk ballad. Memorization of poems or numbers of lines is optional.

Phase Elective at Jeffersontown

Mary A. Moore

"I hate English" is a statement not often heard in classrooms at Jeffersontown High School these days. The frequency of this justly inspired quote was depressing, to say the least. William T. Reynolds, principal of this new Jefferson County school, had felt for many years that something needed to be changed to benefit English students and to revive interest in the language arts. This change has begun to transpire—to the satisfaction of students, teachers, and administration.

In October, 1967, Mr. Reynolds brought back from a Kentucky High School Principals' Conference the contagious enthusiasm of Mrs. Martha Ellison, Coordinator of Curriculum Development, Kentucky Department of Education, for a dramatic change in English instruction and curriculum structuring. The basic concept—an elective program in English—was appealing to the teachers concerned.

After innumerable hours of study, discussion, and consultation, a plan for a non-graded phase-elective English curriculum was devised. Necessary permission from the Jefferson County Board of Education and the Kentucky State Department of Education was granted and a two-year pilot program was funded. Every person to be touched by this change was involved in the planning and the implementation of the program's development. Parents, students, and community representatives were

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Mrs. Moore is Chairman of the English Department at Jeffersontown High School, Jefferson County Schools, Louisville, Kentucky.

included in the planning discussions. Everyone involved reacted cautiously but enthusiastically.

We, at Jeffersontown, feel our present curriculum is a realistic, meaningful program for the educational development of today's Jeffersontown student. All ninth and tenth grade students continue in the traditional, non-elective English I, ETV II, and traditional English II. Our program was implemented with the first eleventh grade class in our school in August 1968.

Jeffersontown has phased, twelve-week modules in five levels of difficulty, and each student has been made well aware of the phase meaning and the basic skills required for success in each phase.

Phase I courses are designed for students who may have reading or learning problems and for those who have, to date, shown little or no interest in English studies. In the selection of materials and in the planning of activities, care has been given to (1) increasing interest through greater enjoyment and greater relevance and (2) developing basic skills. Much student involvement is strongly recommended.

Phase II courses are designed to increase motivation and competence in reading, language usage, and composition. A course bearing this phase designation does not introduce books of known difficulty but stresses interpretation and transfer of understandings in works at a comparatively easy reading level.

Phase III courses require a higher level of reading competence than do Phase I and II, as well as a willingness to extend this and other language skills. The application of basic principles in literature, language, and composition makes a Phase III course a more structured approach to learning.

Phase IV includes courses that require students to work at a more sophisticated level and to demonstrate a higher degree of self-motivation. Course materials and activities demand a high reading level, a grasp of language structure, and a degree of proficiency in writing.

Phase V designates courses equal, in level of difficulty, to those taken by college freshmen. The design of Phase V courses presupposes students with highly developed skills and understanding as well as maturity in thought and purpose. Both Phase IV and Phase V courses focus on depth and quality rather than breadth and quantity of work.

The first year of this program, twenty-nine 12-week units were offered for student election. After intensive counseling by both teachers and counselors, students elected twenty units of study. I would stress here that each course includes and utilizes all basic skills of language arts. The modules offered for election in 1968 were:

Course Title	Phase	Students Electing
English Fundamentals	1-2	70
Vocational English	1-2	43
Developmental Reading Techniques	1-2	42
Reading for Enjoyment	1-2	47
Oral Communication	1-2	64
Humanities I	1-2	65
Basic Composition	1-3	89
Individualized Reading	2-4	48
Drama Workshop	2-5	34
Creative Writing	3-4	34
Our American Heritage	3-4	70
Shakespeare	3-4	14
American Literature of Today	3-5	75
Introduction to Poetry	3-5	8
Theater Arts	3-5	6
Our English Heritage	3-5	19
Mass Media Study	3-5	50
Speech Techniques	3-5	32
Journalism	3-5	19
Semantics	4-5	9
Writing Laboratory	4-5	13
Independent Study	4-5	0
History of the Language	4-5	5
Applied Linguistics	4-5	4
Reasearch Techniques	4-5	11
Humanities II	4-5	26
Shakespeare Seminar	5	2
Literary Criticism	5	3
Great Books	5	4

The courses not taught, due to insufficient demand, were those courses which eight or less students elected. These courses did not die but were offered again this year. Many of them were elected by the students and are now being taught. New courses were added because the need for them had been discerned at the conclusion of the program's first year. The new courses are Reading for Enjoyment II, Phase 1-2; Vocational English II, Phase 2-4; and American Novel, Phase 3-5. The staff is now in the process of evaluation of course offerings and the possible listing of other new courses.*

*Cooperative curriculum building is underway with the English faculties of Jeffersontown, Doss, and Fern Creek High Schools.

Contrary to the general opinion, students seem to make wise choices in their elections. They do not elect courses too elementary for them but do elect courses which interest them and meet their needs both immediate and future.

The curriculum change was made primarily to benefit the student, but teachers also profit from this varied curriculum. Because we are allowed to elect the courses we prefer to teach, we use more fully our special aptitudes and interests. Each member of the English department was involved in the curriculum development for all courses. The curriculum is constantly under revision to meet the changing needs of the students. Evaluation is a constant thing.

Few rules have been set for this program, for we are learning through experience. The program was developed for the student, and all decisions are made on the students' behalf when possible. The only strictly enforced rule is that each student must elect and pass three courses each year at the rate of one per twelve weeks period. He is allowed to take other modules as electives if he so desires. If a student fails one unit of the required three, he is allowed to make up the unit by electing another course and replacing study hall with it, or he is allowed to make up lost credit by taking the traditional summer school English course.

The cost of texts and materials at first presented a problem but was simply solved. We developed a rental plan for materials. Each student pays a five-dollar fee for the school term. Books are distributed at the beginning of each twelve weeks and collected at the end of the course. Our materials center cares for and inventories books for the department. Students are responsible for payment for lost books. This system is working quite well for us.

There are many advantages we see in this program: the teacher is allowed to become more specialized; the students have elected each course and therefore feel more responsibility toward success; the discipline problems are fewer by far; there is success and interest at last for the low level student; and college-bound students are further motivated through more sophisticated materials and approaches. The most important advantage is the change in student attitudes toward English. With more receptive students, greater individual development is accomplished. Students enjoy the responsibility of their involvement in English election and have obviously matured through this experience. There have been fewer failures than in traditional English. The evaluation at the end of the first year showed that 55% of all students in the phase program had raised their letter grades at least .5.

Jeffersontown's pilot English program has brought much attention

and many visitors to our school. We receive them enthusiastically and with great pride. We are quite willing to share our experiences with other interested educators. From visits with us and through our curriculum developments, other schools across the state have developed programs to suit their immediate needs. Allen County began a phase-elective program this year and Fayette County is developing a program for county wide adoption. Leitchfield Independent Schools are also adopting the program. Perhaps there are others in the state who have modified their curriculum as a result of Jeffersontown's program.* In Jefferson County, Doss High School began a program with their first juniors this year, 1969-70. Others are viewing and considering changes for the future.

Lest this sound like Utopia, let us point out there are disadvantages and problems involved with this change in curriculum. The counselors have the largest headache in counseling and scheduling students for English electives. The counselors must become acquainted with each course and its offerings to properly meet their professional obligation. At Jeffersontown this has not been a problem as our counselors are enthusiastic about the implications for student improvement.

Our admonition to interested schools is to be very sure all people to be involved are enthusiastic about a change of this magnitude. We can see how this could be a disaster if the principal were not interested in making the change. All administrators and English teachers must be willing to devote more hours in discussion and work than a traditional program requires. We feel our measure of success comes from continued enthusiasm constantly passing from teacher to student and from student to teacher. A system of communication between administration-supervisor-teacher-student is absolutely necessary for a successful program of this type. Fortunately, we have established one.

Perhaps a phase-elective program might not work in every school, but for Jeffersontown High, we feel it is an answer to an age-old prayer of the English teacher—"God, please take the hate of English away and make our students more content. At least let them relate English to life."

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*Ed. Note: At date of publication, about 100 Kentucky High Schools are in some stage of planning or implementing similar programs.

Modified Phase-Elective in Christian

Erleen J. Rogers

English has been, perhaps, the most traditional subject in the curriculum, both in its offerings and in the method of presentation. English I, II, and III are state requirements for graduation. Many schools, including Christian County High School, require the fourth year. Thus every student must take the same four years of English with no choice if he wants to graduate, while in other curriculum areas there are a number of choices with fewer requirements. Little wonder student apathy is found toward English.

The English staff at Christian High School is in the process of implementing a program initiated in 1968, which, it is hoped, will stimulate more interest in English and better meet the varied needs and interests of its more than 1800 students by providing a greater variety of offerings. The program is a modified form of the Phase-Elective Program initiated at Trenton, Michigan, High School and introduced in Christian County High School as a result of a visit to Trenton, Michigan, by members of Christian County High School English staff in the spring of 1967.

The fact that a levels program had been in operation for four years previous to the introduction of the Phase-Elective Program made it much easier to introduce the new approach. Subjects in the English curriculum were already divided into three phases of difficulty in grades nine through twelve. The students selected the level in which they worked. Under

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Mrs. Rogers is supervisor of instruction for Christian County Schools, Hopkinsville, Kentucky.

the Phase-Elective Program the students not only elect the phases in which they study but they have a much wider selection of courses in grades eleven and twelve.

The subjects are put on a semester basis, and more subjects are accepted to meet English requirements for graduation. There are twenty-two course offerings in English in grades eleven and twelve. Nine of these meet requirements for graduation in grade eleven, and five are electives. Eight meet requirements in grade twelve. All twenty-two courses are open to seniors as electives after requirements are met. If the need arises, juniors are permitted to take some of the courses open mainly to seniors.

Some of the courses which were not formerly accepted to meet requirements are creative writing, journalism, speech, and general humanities. Before these courses could be accepted for requirements it was necessary to rewrite the subject content of each so that it would meet the basic objectives of the English curriculum as required for graduation.

Continuous curriculum study and revision is being carried out to insure efficient differentiation in the content of the subjects being offered so that a variety of experiences will be provided for the students in the area of English. For the first year of the program the English staff prepared a rather detailed curriculum guide. A series of staff meetings during the second year allowed for evaluation and revision. The development and use of such a guide plus a variety of materials are essential for the implementation of this program.

One form of evaluation of any program is student reaction. Last spring the students were asked to complete a questionnaire on their reaction to the Phase-Elective English Program. It was felt they would be in a better position to give a valid evaluation at that time than they would later. Over eighty-five percent said they liked the Modified Phase-Elective Program better than the regular English program offering four straight years of English. Seventy-eight percent said they had done more reading.

This approach certainly doesn't solve all the problems or do away with all apathy toward English. However, our staff feels that the results gained are worth the effort and time required to develop the program.

Enrichment for Westport 7th Graders

Kathleen Jordan

The Westport enrichment program is a student oriented program designed to meet the needs of a pupil who is faced for six periods a day with courses, none of which he has voluntarily selected and with no study period for relief. Since the core program already in operation in our school offered a block of time, we felt this was the place to introduce a *selection* of subject matter in a non-structured, non-graded* situation.

The administration feels that this program helps provide student exposure to several teachers rather than to just one core teacher. That teachers are stimulated rather than threatened by this reasoning is evidenced by the fact that they unanimously want to continue the program for next year.

After evaluation by both the faculty involved and the pupils, the conclusion has been reached that the non-grading aspect has produced no (NO) added discipline problems. It has been amazing how the student quickly trusted the teacher to give and take in a relaxed set-up. However, all teachers feel that we must emphasize that the non-required and unstructured nature of the course is the contributing factor here; none of us recommend the policy for structured subject matter. All feel that grading is a safeguard both to the student and teacher that material has been covered and understood. It is Utopian in nature to expect a public

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*Non-grading in this article refers to the absence of marking.

Mrs. Jordan is an English teacher and chairman of 7th grade core teachers at Westport High School, Jefferson County Schools, Louisville, Kentucky.

school teacher to always be in enough rapport with each student to properly evaluate without grading. This is the concern and conclusion of all the faculty involved–that this program not be used as an example of the success of awarding no grades.

In last year's program, we utilized the extra time to schedule remedial reading students for semester work with a specialized teacher. Next year we hope to include remedial work with fifth or sixth grade level writers. We have purchased SRA labs and hope to work with the Future Teachers Club to help implement this program under the guidance of a teacher.

The elective courses last for six weeks and range from folk rock and leisure reading all the way through drama and creative writing, some of which has been published in the school literary magazine, *The Prism*. Other courses offered were Folklore, Anthropology, Aerial Warfare, Your Turn to Speak, Exploring Kentucky Parks, Creative Experiences, What's Your Hobby?, Money, Who Needs it?, and Conservation in Kentucky. We have attempted to bridge the generation gap by using high school students as helpers and speakers whenever possible. This has been successful not only in regard to the basic goal but also in bringing more awareness to upper classmen of their responsibility to the younger student. In some cases it has even spurred reactivation of defunct clubs and teams. Field trips, outside speakers, and genuine interest in subjects taught have enhanced the offered curriculum.

We will re-evaluate the list of offerings and try new ones for the next year. This is an added attraction, to be able to control curriculum, not only to meet teacher desire but student interest as well.

Teacher acceptance, essential for a successful program, was gained by giving each faculty member the opportunity of choosing the subject he or she wished to offer. Teachers then "sold" their courses to the student body in assembly. Students selected first, second, third, fourth, and fifth choices. Scheduling and class quota problems made this necessary.

With help from the assistant principal in charge of curriculum for junior high school and the county core supervisor, the seventh grade core faculty set about producing the program. The third hour of core was utilized during the third, fourth, fifth, and sixth grading periods. During the first grading period, this time was used for an orientation unit and in the second for a newspaper enrichment unit.

Community Involvement In Danville

E. R. Purdom, Jr.

The challenges facing education are not one-dimensional. There are many dimensions simply because our product—young people—have varying intellects, physical characteristics, environments, and emotional qualities. The Danville Public Schools, aware of the above, have attempted to structure a school program with many dimensions. Certainly no one program could answer all the needs that our young people presently express; therefore, to determine possible avenues of attack, the Danville Public Schools investigated all aspects of the community, all the varying changes facing our young people as they enter the world of work, and all of the new and sophisticated approaches to learning used today by colleges and universities. The Danville Public Schools felt that these investigations would not be meaningful or realistic if all aspects of the community were not involved. For example, meetings were held with the management of local industry to assist the schools in establishing programs that would be meaningful for young people as they prepare to enter the world of work.

Some of the programs listed below are a result of these investigations. Over $150,000 was obtained from industry and government to initiate new programs within a two-year period. Each of the programs initiated attempted something different in an effort to meet the varying needs of children.

Mr. Purdom is Superintendent of Danville Public Schools, Danville, Kentucky.

Not all of the new programs are listed in this report, but rather a sampling to demonstrate the direction taken to offer students in the Danville Public Schools an opportunity to be exposed to a wide spectrum of experiences based on realistic needs as expressed by the community.

free night summer school

This program is provided by the Danville Board of Education, free to all members of the community, as an enrichment experience during the summer. Courses are offered in art, drivers education, gymnastics, typing, industrial arts, home economics, and college prep reading. Classes meet in two hour sessions once a week for ten weeks. One hundred seventy-three people enrolled last summer for the program. Fifty percent were students and fifty percent were adults.

adult education program

Our adult education program was expanded this year. Over 140 adults from Boyle County and surrounding areas enrolled in these classes to further their limited formal education. The program was organized on three levels of ability and taught by eight teachers. The adults were taught basic educational skills that will help many of them in securing the G.E.D. certificate. Approximately fifteen adults have received their G.E.D. since the program was started.

One group with special needs was our people who are deaf. We have a large number in our area as a result of the Kentucky School for the Deaf being located in Danville. Seven adults enrolled in this course, in which they were taught reading, writing, and other basic skills. This is the only program for the adult deaf that we know of in the United States!

opportunity workshop

Recognizing the need to provide something beyond the programs offered in the schools for mentally, emotionally, and socially handicapped people, the school and community joined forces to initiate a workshop dedicated to provide gainful employment for these handicapped individuals. The community and school, working together, raised approximately $12,000 to initiate the project. As a result, the federal government allocated up to $80,000 to assist the community in the project. Essentially, the workshop takes any individual in a seven-county area surrounding Boyle County who is experiencing emotional, mental, physical, or social problems and tests him, counsels him, and trains him for gainful employment. Several of these handicapped individuals have already been placed in the world of work and are contributing members to their community.

free university program

Danville High students enrolled in seminars that were held on Centre's campus and taught by seniors of that College selected by a committee composed of faculty members from Centre College and the Danville High School principal. The classes met once a week for two hours.

The program gave the Danville Public School students an insight into college life and an opportunity to explore in depth certain academic areas of interest. Among the offerings were "Reading, Approach to College Writing," "Charismatic Man in History," and "The Biology and Chemistry of Heredity."

meetings with local industry

While the vast majority of young people graduating from Danville High School attend college (80% in 1969), the school system felt a need to provide meaningful training for those entering the world of work. The immediate question that had to be answered was what kind of training? What does industry really need? To answer these questions, the Superintendent called all of the local plant managers to a meeting. At this meeting, the above questions were asked and industry gave their definite answers. Two important things happened as a result of these meetings. First of all, the high school revamped some of their programs for non-college-bound students so that they might have a more meaningful program.

Second, industry became more interested and more involved in assisting the schools. As a result, several large grants were made to the school system by industry. For example, one firm gave $5,000 to initiate a graphic arts program in the Industrial Arts Department of Danville High School. Another local industry gave $18,000 for the installation of an educational television system in the Danville and Boyle County School Systems. One other local firm gives $1,000 a year to help the school system purchase needed and updated science equipment.

The schools and industry, then, working together, have become more aware of each other's problems and in turn are more willing to assist each other to develop meaningful programs for children.

the school planning laboratory report

In an effort to step primarily into the future, and not to stumble blindly into the future, the Danville Board of Education procured the services of the School Planning Laboratory, University of Tennessee, Knoxville, Tennessee. The School Planning Laboratory made an analysis of the Danville Public Schools' financial structure, their present school facilities, school programs, and student population growth. After a careful and ob-

jective analysis, the School Planning Laboratory made recommendations to the Danville Board of Education so that the school system could develop, in the next fifteen years, with precision, confidence, and authority. For example, one of the recommendations made by the School Planning Laboratory was the development of a middle school program and facility. The Danville Board has taken this recommendation of a middle school program to the community, in terms of eliciting response from the community of their interest in this kind of a program. Here again, the school and the community working together, will, we believe, make the kinds of decisions that are meaningful for the future.

The Cloverport Plan

William L. Bennett

The Cloverport Plan is a long range comprehensive educational development plan designed for this small independent school district. The plan was developed in coordination with the administrative staff of the district and Title III, KASA, Shelby County Project, beginning in November, 1968. Consultants who assisted in developing the Plan were Dr. Morris Osburn, director, Shelby County Project; Dr. Charles Glatt, Ohio State University; and Mr. James McKee, Western Kentucky University. In preliminary study, three basic factors were given consideration:

- An examination of the existing program offered the children in Cloverport
- The growth potential of the Cloverport School District
- A review of the existing educational programs now available.

From this review, a new delivery system of educational experiences was proposed for the children of the Cloverport School District.

The reader needs to have some background knowledge of the Cloverport community to understand the reasons that this type of self-examination and proposed new educational system were needed.

Cloverport is a small community of 2,600 people located in the Northwest corner of Breckinridge County. The town is on the Ohio River and Highway US 60, thirty-seven miles from Owensboro. Cloverport is one

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[1]*The Cloverport Plan* has been published by the Shelby County ESEA Title III project.

of approximately twenty school districts of relatively the same size in the State of Kentucky. By 1968, the school district had almost reached the end of a dead end street. In attempting to educate its children, it was faced with slow financial strangulation under the existing Minimum Foundation Program, the loss of its administrative personnel, the inability to employ teachers, the inadequacy of the small high school curriculum, a high failure rate, a high dropout rate, a poor student attitude toward school, and multitudes of other problems that face a small school district.

The normal attitude of many educational administrators, who too often used the bookkeeping approach to education, was that a simple solution was apparent: *merger.* This solution was an over-simplification of the problems that faced the district. Cloverport would have been required to merge with Breckinridge County, which geographically, is one of the largest counties in the State of Kentucky and contains only one high school which presently is overcrowded. There were numerous other factors that indicated that merger at this time would be the least desirable course of action: Cloverport's location directly in the center of a new industrial complex being developed on the Ohio River; the uncertain future of the parochial schools in the county; and, above all, the determination and civic pride of the community to maintain control over the educational development of their children.

The study that led to the Cloverport Plan included a study of the background of the community; in depth testing of students', teachers', administrators', and community attitudes; and a projection of student growth based upon the industrial development in the area which indicated that approximately 2,000 additional students could be expected within the next five year period.

From this study an Educational Delivery System was prepared which included (1) a new elementary curriculum, grades one through six to develop non-graded team teaching with better use of existing space and materials; (2) a middle school to serve as a bridge to the secondary level of education by changing the academic curriculum to a student interest orientation; and (3) the immediate adoption in the 1969-1970 school year of a nine-week semester in high school and the use of time module scheduling.

A plan for educational innovation and development is only as good as the ability of the school to implement that plan. The Cloverport High School began the first step of implementation of its new educational program by a nine-week semester using time module scheduling in the school year 1969-1970.[2]

The evaluation of the program, which began in the 1969-1970 school year, has produced the following tentative results as to the value of this type of scheduling:

1. The time sequence the students spend with the teacher and other learners has been improved with a more productive teacher-pupil and pupil-pupil relationship.
2. The time a student normally spends preparing a lesson assignment, homework, and conducting indepth inquiry activities concerning the solving of problems has been improved.
3. The utilization of instructional materials and supplies has been improved.
4. The utilization of space for learning has been improved.
5. The pupil-teacher load normally found in high school today has been improved.
6. The opportunity for independent study, individualized instruction, team teaching, team learning, and small group activities has been improved.
7. The time students can enter or leave a school program during the school year is more flexible.
8. Teacher-pupil planning has been more productive under the nine-week plan.
9. Teachers have had a better opportunity for procurement of released time.
10. Intern teachers, teacher aides, and paraprofessionals will be better utilized under the nine-week semester.[2]
11. A non-graded continuous progress plan is in the process of being implemented by using the nine-week semester as a vehicle to arrive at the non-graded approach.
12. Student and teacher have utilized laboratory experiences and community resources more effectively.

The School District is currently undergoing intensive in-service training which will prepare teachers to convert to the proposed new educational planning in grades one through eight by the beginning of the school term 1970-1971. Complete conversion to continuous progress nongraded educational delivery system will be completed by 1971-1972.

Several new additions to the proposed programming include the utilization of Teacher Corps, a part-time speech therapist, psychological services,

[2] A discussion in greater depth of the nine-week semester may be found in the December issue of the *Kentucky School Journal*, p. 2, as a special feature written by the high school principal, Mr. Richard O. Bernard.

expanded Head Start Program, summer handicap program, and an expanded summer community recreational and physical education program. Cloverport, in addition, has been selected as one of three school districts by the State Department of Education for approval of a tentative proposal of a comprehensive Drop-Out Program. If final approval is granted for the Drop-Out Proposal, one of the essential parts will be the development of a full calendar year program for the school district.

In summary, what we are asking is "Can a small school district, by new programming, provide an adequate education for its children?"

We at Cloverport feel that at least some of the twenty small districts struggling to survive in Kentucky can become educational laboratories that can assist education through the State. Many times in the past we have seen federal grants for pilot projects lost in the bigness, complexities, and politics of larger districts. The question that must be asked in the proper atmosphere in a small district for a minimal amount of money is "Are there not lessons to be learned?"

We might remind ourselves that one of the reasons for public lack of sympathy and interest is the loss of identity where our schools become too big. Webster said in a very famous legal case in American History, "It may be a small school but there are those who love it."

Community-School Curriculum Study

Barney G. Thweatt

Industrialists, businessmen and educators together can make curriculum evaluation meaningful. This was the objective when over 100 industrialists and businessmen met with the professional staff of North Marshall High School on November 11, 1968. The professional staff spent many weeks planning and preparing for this evaluation. The purpose was stated in a letter sent to the participants: "In attempting to better meet the needs of our pupils, and to more adequately prepare them to enter colleges, vocational trades, the labor market and the social world, we are continually striving to upgrade the curriculum at North Marshall High School." The participants were very enthusiastic about such a conference and welcomed the opportunity to become active members in such an endeavor.

The professional staff and participating members met in conferences using the "round-table" method and verbally exchanged "ways in which we as educators can improve our academic program to better meet the needs of our community". The visiting members were encouraged to express their views and impressions of the present program by the only criteria they were really familiar with, the high school graduates whom they employ and with whom they work. The industrialists and business men did this openly, expressing both negative and positive views as they personally saw and felt them, thus bringing the conference to focus on

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constructive ways and means to meet the needs of our community. These pointed to both short and long range planning.

The meeting was opened with introductions and a description of the course offerings as they presently stand. The purpose and objectives of the evaluation were also reviewed. The visitors were then assigned three different conference sessions from five groups. These were listed as (1) communication skills (2) social skills (3) vocational skills (4) mathematics and science skills, and (5) business education skills. Each session had a recorder who reported on the questions presented and discussions at the close of the conference in a general assembly.

The following recommendations were made by the visiting members: (1) continued emphasis to be placed on better self-expression of the student through speaking and writing; (2) greater emphasis to be placed on the art of listening and following instructions; (3) emphasis on business and government on the local level with visits to various places for learning experiences; (4) emphasis on understandings and use of symbols in vocational courses, developing these skills for future occupations; (5) the need to offer more vocational courses for developing skills the student will need for industrial employment in the area; (6) the addition of courses in horticulture and landscaping, forestry and conservation; (7) emphasis on attitudes needed in accepting and working with others.

It was generally stated that textbooks need to offer and give students more practical every day practice in skills needed for small business operations and that students need more laboratory time to practice these skills. Distributive education was an example. It was recommended that the vocational business department add more vocational business courses to teach and develop skills needed in offices and secretarial positions and that they continue teaching and emphasizing the skills for successful communication and spelling skills for all types of occupations and professions. The need for students to understand the difference in marketing, management, and financing was also mentioned.

It was further recommended that students with various academic deficiencies be provided with special help and programs to help them meet the requirements of the labor market and citizenship of their community, and to help them develop skills leading to positive and constructive decision making.

A general understanding was expressed in this manner: "Give us graduates who possess the basic skills through the developmental educational processes, along with, and we *stress*, positive attitudes toward new experiences and changes, and positive attitudes toward work and authority.

Then we, the industrialists, businessmen and women of the community can handle the rest."

Follow-up has revealed the following changes: The professional staff has reviewed and revised offerings in their various departments. The vocational business department has been completed, initiated and now offers two proficiency certificates—clerical and stenographic. Distributive Education has been added to the curriculum with on-the-job training projected for the school year 1970-71. Industrial art courses have expanded and one more full time instructor has been hired.

Several directories have been developed by the guidance department and faculty on industries, business, and utility services in our area along with a list of personnel from these businesses willing to be visited and to serve as speakers to various school classes and groups.

The administration, guidance department and special education coordinator are developing a syllabus for initiating a new level offering for special education centered around an occupational educational curriculum. This will begin the second semester of the present school year. Five special reading classes have been added at the ninth and tenth grade level for children with reading deficiencies. Speech therapy has been added for both the elementary and secondary schools. Rehabilitation candidates have been screened at the senior level to better facilitate further educational training after high school.

Guidance services have been organized for more effective educational and vocational counseling with the help of part time secretarial assistance.

Teachers have been encouraged to continue professional growth through attending professional conferences and meetings at the local, regional, and state levels. An assistant principal has been hired for the 1969-70 school year to help release the principal for more time devoted to academic and curricular development.

Students are encouraged to participate in athletic and extra-curricular activities to help develop skills needed in society for labor and recreation. Dramatics has been added, giving students an opportunity to develop better skills of expression and speaking. The second speech class was opened to offer more students the opportunity to help develop communication skills.

A Future Business Leaders Association Club and a Distributive Education Club have been organized and are participating on the local, regional, and state levels.

We of North Marshall High School and members of the Marshall County School System wish to express our appreciation to the leaders in business and the members of the community who gave of their time

to participate in this evaluation and for their continued support of our school program.

Our progress depends upon their continued support. With this support we will continue to see greater results through our efforts and more effective use of the tax dollars for our educational system. No greater investment can be made than that which is invested in the mental growth and development of our youth through education.